

Notice of Public Meeting

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Navajo County Community College District Governing Board (Board) and to the general public that the Board will will meet for a Work Session, open to the public, to conduct a Board Self-Assessment on **December 18, 2018 beginning at 9:15 a.m.** *No action will be taken at this meeting.* Following that the Board will hold a regular District Governing Board Meeting, open to the public, on **December 18, 2018 beginning at 10:00 a.m.** The meetings will be held at the Northland Pioneer College Painted Desert Campus, Tiponi Community Center meeting room, located at 2251 E. Navajo Blvd., Holbrook, Arizona.

Furthermore notice is hereby given that, after the completion of the regular District Governing Board meeting, the Board may attend a dedication ceremony on the Painted Desert Campus. *No action will be taken at this ceremony.*

One or more Board members and/or staff members may participate in the meeting by telephone if necessary.

The public is invited to check on addenda that may be posted up to 24 hours prior to the meetings. Copies of the meeting agenda may be obtained through the Office of the President, Northland Pioneer College, Painted Desert Campus, 2251 E. Navajo Blvd., Holbrook, AZ, telephone (928) 524-7418 or (800) 266-7845 Ext. 7418, at least 24 hours in advance of the meeting. If any disabled person needs any type of accommodation, please notify Paul Hempsey at the above address or telephone number at least 24 hours prior to the scheduled start time.

The Board may vote to hold an executive session for discussion or consideration of a personnel matter pursuant to A.R.S. §38-431.03(A)(1). The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.

I, Paul Hempsey, certify that this notice of public meeting, prepared pursuant to A.R.S. § 38-431.02, was posted on or before the 17th day of December 2018, at 9:15 a.m.

Paul Hempsey
Recording Secretary to the Board

NOTICE DISTRIBUTION

1. WHITE MOUNTAIN INDEPENDENT NEWSPAPER
2. TRIBUNE-NEWS & SNOWFLAKE HERALD NEWSPAPERS
3. NAVAJO TIMES
4. NAVAJO-HOPI OBSERVER
5. KINO RADIO
6. KNNB RADIO
7. COUNTRY MOUNTAIN AIRWAVES [KQAZ/KTHQ/KNKI RADIO]
8. KWKM RADIO
9. WHITE MOUNTAIN RADIO
10. NPC WEB SITE
11. NPC ADMINISTRATORS AND STAFF
12. NPC FACULTY ASSOCIATION PRESIDENT
13. NPC CLASSIFIED AND ADMINISTRATIVE SUPPORT ORGANIZATION PRESIDENT
14. NPC STUDENT GOVERNMENT ASSOCIATION PRESIDENT

OUR MISSION

Northland Pioneer College
provides, supports
and promotes
lifelong learning.



Northland Pioneer College

Post Office Box 610 • Holbrook, AZ 86025 • (928) 524-7311 • Fax (928) 524-7312 • www.npc.edu

PUBLIC NOTICE OF NONDISCRIMINATION: Northland Pioneer College does not discriminate on the basis of race, color, national origin, veteran status, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, Arizona 86025, (800) 266-7845. The Section 504 Compliance Officer is the Coordinator of Disability Resource and Access, 1001 W. Deuce of Clubs, Show Low, Arizona 85901, (800) 266-7845. The lack of English language skills will not be a barrier to admission and participation in vocational education programs. Revised 9-12-14

District Governing Board Work Session Agenda

Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona
Tuesday, December 18th, 2018 at 9:15a.m.

1. Board Self-Assessment

Governing Board Meeting Agenda

Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona

Date: December 18, 2018

Time: 10:00 a.m. (MST)

Item	Description	Resource
1.	Call to Order and Pledge of Allegiance	Chair Lucero
2.	Adoption of the Agenda (Action)	Chair Lucero
3.	Call for Public Comment	Chair Lucero
	<small>Individuals may address the Board on any relevant issue for up to 5 minutes. At the close of the call to the public, Board members may not respond to any comments but may respond to criticism, ask staff to review a matter or ask that a matter be placed on a future agenda.</small>	
4.	Reports:	
	A. Financial Position	CBO Ellison
	B. NPC Friends and Family	Director Wilson
	C. NPC Faculty Association	No Report
	D. Human Resources	Written Report
	E. CASO	Written Report
	F. NPC Student Government Association	No Report
5.	Consent Agenda (Action)	Chair Lucero
	A. November 20, 2018 Regular Board Minutes	
	B. Dual Enrollment Intergovernmental Agreements between Navajo County Community College District and Blue Ridge USD.	
	C. Curriculum Modifications:	
	i. Program Deletion of HUS AAS, CAS, CP Residential Child/Youth Care	
	ii. Program Modification of ATO AAS, CAS, CPs	
	iii. Program Modification of AAEC	
6.	Old Business: No Old Business.	
7.	New Business:	
	A. Financial Aid Update	Director Raisor
	B. Request to Approve SPASC Priorities for 2018-2019 (Action)	Interim VPLSS Jackson
	C. Request to Approve Anatomage Tables Purchase (Action)	CIO Way
	D. Request to Approve Multiyear EBSCO Contract (Action)	Interim VPLSS Jackson
	E. Request to Approve 2019-20 Budget Development Assumptions and Guidelines	(Action) CBO Ellison
	F. Standards of Conduct Policy	President Vest
	G. Vision 2030 Report	Interim VPLSS Jackson
	H. Enrollment Data from LCC	Interim VPLSS Jackson
8.	Standing Business:	
	A. Strategic Planning and Accreditation Steering Committee Report	Interim VPLSS Jackson
	B. President's Report	President Vest
	C. DGB Agenda Items and Informational Needs for Future Meetings	Chair Lucero
9.	Board Report/Summary of Current Events	Board Members
10.	Announcement of Next Regular Meeting January 15, 2019	Chair Lucero
11.	Adjournment	(Action) Chair Lucero

The District Governing Board may consider any item on this agenda in any order and at any time during the meeting. The District Governing Board may take action to approve, or may take other action, regarding all items of New Business, Old Business, Standing Business, or the President's Report. The Board may vote to hold an executive session for the purpose of obtaining legal advice from the District's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03 (A)(3). Should the District's attorney not be present in person, notice is further given that the attorney may appear by speakerphone.



Northland Pioneer College

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NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Statement of Financial Position
 July 1, 2018 to October 31, 2018

Budget Period Expired 33%

Tax Supported Funds

	General Unrestricted			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Primary Tax Levy	15,055,197	4,867,246	5,061,642	34%
State Aid:				
Maintenance and Operations	1,576,500	394,125	788,250	50%
Equalization	7,107,100	1,776,775	3,553,550	50%
Tuition and Fees	4,860,000	34,565	1,247,368	26%
Investment earnings	139,900	76,221	341,071	244%
Grants and Contracts	1,500,000	-	-	0%
Other Miscellaneous	-	34,914	95,663	
Fund Balance	650,000	-	-	
Transfers	(2,900,000)	(28,970)	(1,063,860)	37%
TOTAL REVENUES	\$ 27,988,697	\$ 7,154,876	\$ 10,023,684	36%
EXPENDITURES				
Salaries and Wages	18,406,016	1,453,291	5,089,230	28%
Operating Expenditures	9,582,681	395,203	2,373,913	25%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 27,988,697	\$ 1,848,494	\$ 7,463,143	27%

	Unrestricted Plant			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
State Aid:				
Capital/STEM	342,600	85,650	171,300	50%
Other Miscellaneous	400	-	-	
Fund Balance	9,100,000			0%
Transfers	2,000,000		571,679	29%
TOTAL REVENUES	\$ 11,443,000	\$ 85,650	\$ 742,979	6%
EXPENDITURES				
Salaries and Wages				
Operating Expenditures				
Capital Expenditures	11,443,000	40,042	697,370	6%
TOTAL EXPENDITURES	\$ 11,443,000	\$ 40,042	\$ 697,370	6%

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
 Statement of Financial Position
 July 1, 2018 to October 31, 2018

Budget Period Expired 33%

Restricted and Auxiliary Funds

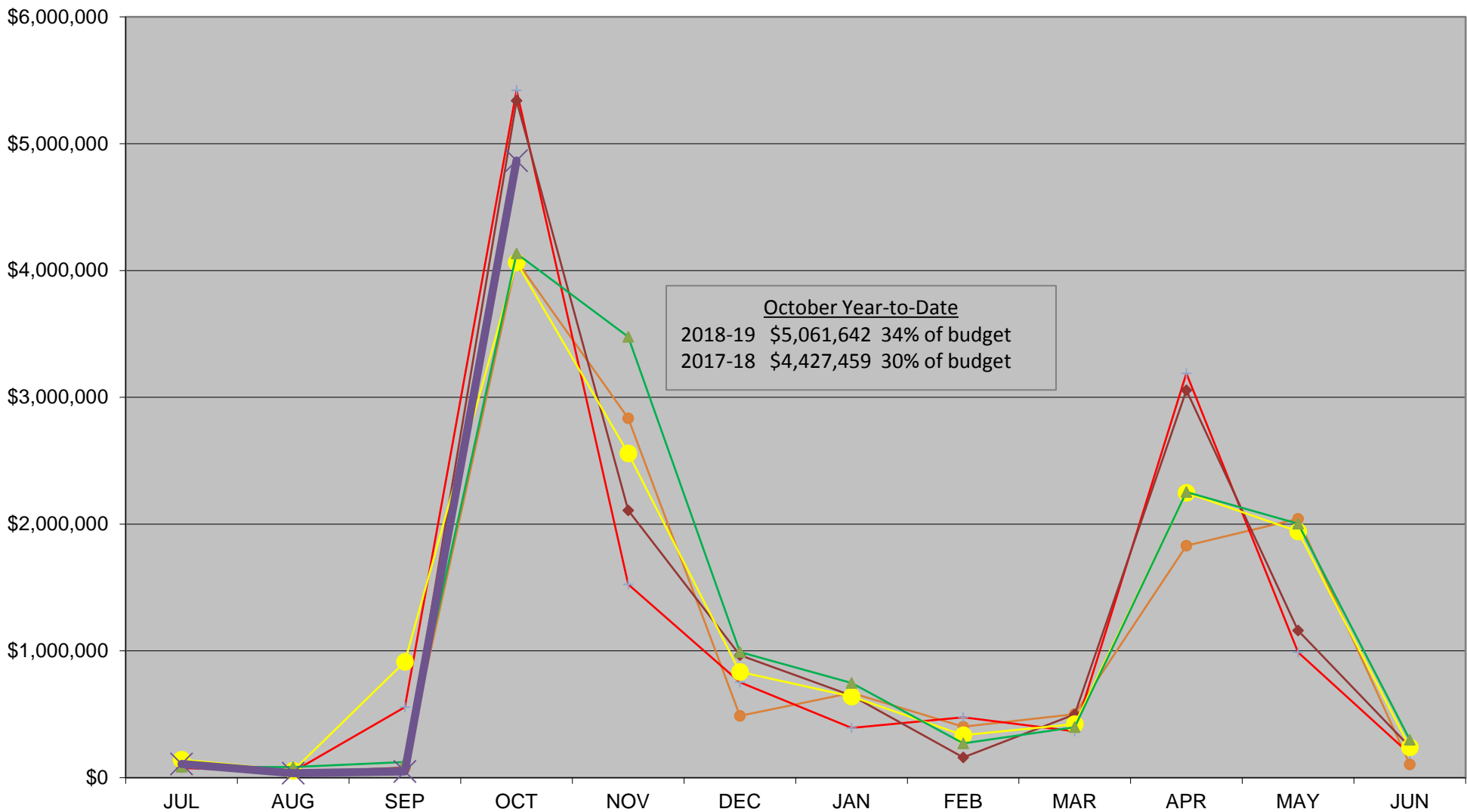
	Restricted			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Grants and Contracts	6,000,000	751,982	1,017,817	17%
Fund Balance	-			
Transfers	600,000		420,037	70%
TOTAL REVENUES	\$ 6,600,000	\$ 751,982	\$ 1,437,854	22%
EXPENDITURES				
Salaries and Wages	828,551	109,955	389,437	47%
Operating Expenditures	5,771,449	181,718	1,136,943	20%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 6,600,000	\$ 291,673	\$ 1,526,380	23%

	Auxiliary			
	Budget	Current Month Actual	Y-T-D Actual	%
REVENUES				
Sales and Services	300,000	(3,214)	55,396	18%
Fund Balance	-			
Transfers	300,000	28,970	72,144	24%
TOTAL REVENUES	\$ 600,000	\$ 25,756	\$ 127,540	21%
EXPENDITURES				
Salaries and Wages	296,914	20,144	81,344	27%
Operating Expenditures	303,086	5,256	46,196	15%
Capital Expenditures				
TOTAL EXPENDITURES	\$ 600,000	\$ 25,400	\$ 127,540	21%

Cash Flows

Cash flows from all activities (YTD)	\$12,332,057
Cash used for all activities (YTD)	\$9,814,433
Net Cash for all activities (YTD)	\$2,517,624

Monthly Primary Property Tax Receipts



**DGB Human Resources Update
December 18, 2018**

OPEN POSITIONS

- 1. Faculty in Computer Information Systems – First Review January 15, 2019. 7 applicants.**
- 2. Accounting Technician – Closes December 18, 2018.**

CLOSED: IN REVIEW

- 3. Financial Aid Systems Technician – Closed November 25, 2018. 7 applicants.**

CASO Report December 2018

- Each semester CASO provides a Professional Development Scholarship for staff employees who successfully complete NPC courses. The scholarship reimburses employees for textbooks and course fees up to \$300 per employee. For Fall 2018 semester, two employees will be awarded a total of \$304.88.
- CASO will sponsor the annual non-food drive at January convocation. Donated items will be given to charitable organizations in the NPC service area. Each NPC location will designate the organization they wish to sponsor. An approximate value of total donations and the organizations sponsored will be included in the January report.

Ina Sommers
CASO President

Navajo County Community College District Governing Board Meeting Minutes

November 20, 2018 – 10:00 a.m.
Painted Desert Campus, Tiponi Community Center
2251 East Navajo Boulevard, Holbrook, Arizona

Governing Board Member Present: Mr. Frank Lucero; Mr. James Matteson; Mr. Elias Jouen; Mr. Derrick Leslie.

Governing Board Member Present by Phone:

Governing Board Member Absent: Mr. Daniel Peaches.

Staff Present: President Mark Vest; Interim Vice President Rickey Jackson; Chief Business Officer (CBO) Maderia Ellison; Chief Information Officer (CIO) PJ Way; Recording Secretary to the Board Paul Hempsey.

Others Present: Kim Reed; Everett Robinson; Betsyann Wilson; Chloe Fagotti; Rebecca Hunt; Ann Hess; Colleen Readell; Bill Jeffers; Mike Solomonson; Terrie Shevat; Josh Rogers; Toni Gibbons; David Huish; Victor Love; Michael Meeks; Curtis Stevens; Jeremy Raisor; Amber Hill; Chris Roediger; Ernie Hess; Paul Moffitt; Jerrica Flake; Gene Stirling; Valerie Stirling; Matt Weber.

Agenda Item 1: Call to Order and Pledge of Allegiance

Chair Lucero called the meeting to order at 10:00 a.m. and led the Pledge of Allegiance.

Agenda Item 2: Adoption of Agenda

Mr. Matteson moved to adopt the agenda as presented. Mr. Leslie seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, and Mr. Leslie voting in favor. There were no votes against.

Agenda Item 3: Call for Public Comment

None.

Agenda Item 4: Reports

4.A. Financial Position – CBO Ellison

CBO Ellison addressed the Board and reviewed the Financial Position Report.

4.B. NPC Friends and Family – Director Wilson

Director Wilson addressed the Board and reported on recent activities, successes, and upcoming events for Friends and Family noting that 68 scholarship applications had been received for review and thanked the members of the review team.

4.C. Faculty Association

Faculty Association President Mike Solomonson addressed the Board and reported on recent activities from the Faculty Association highlighting the record breaking successes of the Empty Bowls event and My Fair Lady performances.

4.D. Human Resources

Written Report.

4.E. NPC CASO

Written Report.

4.F. NPC Student Government Association

Jerrica Flake, SGA President, addressed the Board and provided report on SGA events from the Fall semesters highlighting an attempt to set up a food pantry at each location.

Mr. Leslie commented that he was excited to see student representation at the Board meeting and looked forward to hearing more success stories in the future.

Mr. Matteson commented that he thought the idea of a Food Pantry for students was a great and deserved support from all areas of the college. Mr. Lucero mentioned that St. Mary's, out of Phoenix, deliver food items to local organization that can do the distribution and suggested the SGA look into it.

Agenda Item 5: Consent Agenda

- A. **October 16, 2018 Regular Board Minutes**
- B. **November 8, 2018 Retreat Minutes**
- C. **Dual Enrollment Intergovernmental Agreements** between Navajo County Community College District and Show Low USD; Tuba City USD; Window Rock USD.
- D. **Dual Enrollment Intergovernmental Agreements** between Navajo County Community College District and Northeast Arizona Technological Institute of Vocational Education (NATIVE)

Mr. Matteson made a motion to approve the consent agenda as presented. Mr. Leslie seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, and Mr. Leslie voting in favor. There were no votes against.

Agenda Item 6: Old Business

None.

Agenda Item 7: New Business

7.A. Outstanding Alumnus Award Winner for Fall 2018

Rebecca Hunt addressed the Board and provided a brief biography of Outstanding Alumnus Cindy Stirling. Rebecca Hunt introduced Chloe Fagotti, Chair of Cosmetology and nominator of Cindy, who presented the award to Gene and Valerie Strling, parents of Cindy Stirling.

7.B. Strategic Planning and Accreditation Priority Report

Colleen Readel, Co-Chair of the Strategic Planning and Accreditation Steering Committee (SPASC), addressed the Board and reviewed the Strategic Priorities identified by the committee for the upcoming year. Colleen Readel noted that some of the priorities would run over multiple years.

Mr. Leslie asked which priorities had rolled over from previous years which Colleen Readel listed. Mr. Leslie asked about the progress of the Financial Aid priority. Director Raisor provided an update.

7.C. C. Amendment #1with NAU Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Interim Vice President Jackson addressed the Board and reviewed the amendment to the GEAR UP grant received in partnership with NAU.

7.D. Review of Fall 2018 Enrollment Report

Interim Vice President Jackson reviewed the FTSE report for the Fall 2018 semester noting that, while there was an increase in overall enrollment for Fall, there were indications of coming decreases and provided examples.

Mr. Matteson commented that there were some programs that were really in demand and asked which programs were lacking enrollment. Interim Vice President Jackson responded that this was the reason Program Review was so important to the college and why the process had been strengthened under, then, Vice President Vest. Results were under review currently.

Mr. Matteson commented that it was nice to see and increase to both FTSE and headcount over the previous Fall semester. Interim Vice President Jackson cautioned that part of this was due to the Enrollment of Blue Ridge High School students, which would normally take place in the Spring semester, and the college would likely see an overall decrease on annual FTSE when reported next year.

7.E. Review of 2019-20 Budget Assumptions and Guidelines

CBO Ellison reviewed the Budget Assumptions and Guidelines, for the 2019-20 budget cycle, with the Board noting this was a first read and would be back as an action item at the next Board meeting.

Mr. Matteson asked what the impact to the financial situation of the college would be from the expansion of buildings, and therefore programs, at the White Mountain Campus. CBO Ellison noted that there had been preliminary discussions on the matter and there would be hopes of increased enrollments in return. Mr. Matteson asked how the benefits of the investment will be delivered to the public. President Vest suggested the college could provide talking points at a future meeting which could be used for community outreach efforts.

Mr. Lucero commented that it could be seen, by some areas of the community that the college was only using money in the southern end of the county. President Vest noted that the college

was operating at a brand new campus in Holbrook that didn't exist ten years ago, but agreed that perception could be an issue.

7.F. NPC Component Unit Financial Audit NPC Friends and Family 2017-18

CBO Ellison reviewed the results of a Financial Audit conducted on Friends and Family for the 2017-18 time period, highlighting the change in reporting requirements and increase in net assets.

7.G. NPC Component Unit Financial Audit Northeast Arizona Training Center 2017-18

CBO Ellison reviewed the results of a Financial Audit conducted on the Northeast Arizona Training Center for the 2017-18 time period, highlighting the decline in net assets driven by the depreciation of equipment.

7.H. Construction of Facilities at White Mountain Campus

CBO Ellison reviewed the proposal to hire a Construction Manager and assistant to oversee planning, design and construction of the new facilities, and the repair and renovation of existing facilities at the White Mountain Campus in Show Low.

Mr. Matteson noted that a bridge, to connect the new Skills Center with the rest of the campus, was not addressed. Also not addressed would be xeriscaping the campus and potential access from Whipple Street and asked if these need a separate budget discussion. CBO Ellison responded that she felt these items should be addressed with the Architect and Construction Manager when hired and could either be part of the overall construction project or a standalone item. Mr. Jouen noted that it is much easier to scale back the construction costs in the design phase rather than when construction has begun.

Mr. Matteson noted that the approach the college is taking will allow local business to benefit and stated that the RFQ should state the design be LEED (Leadership in Energy and Environmental Design) certified

Mr. Jouen made a motion to approve the hiring of a Construction Manager and assistant as presented. Mr. Matteson seconded. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, and Mr. Leslie voting in favor. There were no votes against.

7.I. Awarding of Contract for Engineering/ Architectural Services for HVAC Replacement

CBO Ellison reviewed the Contract award for Engineering and Architectural Services to replace HVAC systems, at the Aspen Center at the White Mountain Campus, noting that this was information only as the amount did not rise to the District Board level for purchasing, but was one phase of a multi-phase project and over the next two to three years items around this project would come before the Board.

Mr. Jouen asked if this was the typical process for a multi-phase project, or should the Board see the entire project to approve all the costs. CBO Ellison noted that the college did not have cost estimates for the entire project as this was the design phase and a not to exceed estimate might give potential bidders too much information and cost the college more in the long run.

Chair Lucero confirmed that this design work was only for the White Mountain Campus.

7.J. Annual Report to the Governor

President Vest addressed the Board and reviewed the Annual Report to the Governor

Agenda Item 8: Standing Business

8.A. Strategic Planning and Accreditation Steering Committee (SPASC) Report

Interim Vice President Jackson informed the Board that he had no further information to add to the report the Board received from Co-chair Readell earlier in the meeting.

8.B. President's Report

President Vest addressed the Board and informed them of the annual requirement of the Board to complete a self-assessment and discussed how they would like to proceed. President Vest asked if the Board would like to see revisions the college was making to the purchasing processes at the college, with emphasis on the use of sole-source documentation. The Board agreed it was an item they would like to review at a future meeting.

8.C. DGB Agenda Items and Informational Needs for Future Meetings

None.

Agenda Item 9: Board Report/Summary of Current Event

Mr. Jouen extended thanks to Director Wilson who presented to the Winslow Rotary Club which was an excellent step to connect to the greater Winslow community, and hoped to see her at a future City Council meeting.

Agenda Item 10: Announcement of Next Regular Meeting: Regular District Governing Board meeting on Tuesday, December 18, 2018

Agenda Item 11: Adjournment

The meeting was adjourned at 11:39 a.m. upon a motion by Mr. Matteson, a second by Mr. Jouen. The vote passed upon a roll-call vote with Mr. Jouen, Mr. Matteson, Chair Lucero, Mr. Leslie, and Mr. Peaches voting in favor. There were no votes against.

Respectfully submitted,



Paul Hempsey
Recording Secretary to the Board

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
AND
BLUE RIDGE UNIFIED SCHOOL DISTRICT NO. 32**

This Intergovernmental Agreement (“Agreement”) is entered into between Navajo County Community College District (“College”), and Blue Ridge Unified School District No. 32 (“School District”) (collectively “Parties”). Both Parties are public agencies of the State of Arizona as defined in Arizona Revised Statutes (“A.R.S.”) § 11-951.

BACKGROUND

College and School District are authorized to enter into this Agreement pursuant to A.R.S. § 15-342(13), § 15-701.01(F), § 15-1444(B)(4), and § 15-1821.01. Grant schools are authorized to participate in this Agreement under the Tribally Controlled Schools Act, 25 U.S.C. § 2501 *et seq.* This Agreement and its use are mandated under A.R.S. § 15-1821.01(1).

College has determined that it is desirable to offer college level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

School District desires that College provide to high school students college level courses that may be counted toward both high school and college graduation requirements.

AGREEMENT

In consideration of the mutual promises contained herein, the Parties agree as follows:

1. PURPOSE

The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing Dual Enrollment Courses, as defined in Section 2 below, to eligible School District students.

2. DEFINITION

“Dual Enrollment Course” shall have the same definition as set forth in A.R.S. § 15-101(11). Pursuant to A.R.S. § 15-1821.01(3), physical education shall not be available as a Dual Enrollment Course.

3. EFFECTIVE DATE AND TERM

A. This Agreement shall be effective:

- i. After the governing boards of School District and College have approved it; and
- ii. On the date that authorized representatives of both Parties have signed it (“Effective Date”).

B. The term of this Agreement shall be from the Effective Date through June 30, 2019. (“Term”).

4. OBLIGATIONS OF COLLEGE

4.1 General Course Requirements

A. College will offer Dual Enrollment Courses to School District juniors and seniors, and to freshman and sophomore students subject to Paragraph F in this Section 4.1, who meet College's prerequisites.

B. Pursuant to A.R.S. § 15-1821.01(3), College will ensure that all Dual Enrollment Courses offered to School District students are:

1. of a quality and depth to qualify for college credit, as determined by College;
2. evaluated and approved through the College curriculum approval process;
3. at a higher level than taught by the School District high school;
4. transferable to an Arizona public university or applicable to an established community college occupational degree or certificate program; and
5. compliant with all other standards for College courses.

Dual Enrollment Courses offered pursuant to this Agreement are listed in Exhibit A attached to this Agreement.

C. Students enrolled in Dual Enrollment Courses shall be admitted to College for college level credit under the College's current procedures for admission of students to College, and in compliance with A.R.S. § 15-1821.01 and A.R.S. § 15-1805.01. For students under the age of 18, the College's admission policies shall comply, at a minimum, with the provisions of A.R.S. § 15-1805.01. In addition, the College may admit such students if they satisfy an alternative standard established by College.

D. College retains the right to refuse admission to and remove a student from Dual Enrollment Courses in accordance with College policy.

E. College shall determine residency status of students for tuition purposes in accordance with A.R.S. § 15-1801 *et seq.*

F. Pursuant to A.R.S. § 15-1821.01(2)(b) and subject to Section 5.1(E) below, College may waive the class status requirements set forth in Section 4.1(A) for up to 25% of the students enrolled in Dual Enrollment Courses by College. College shall have written criteria for waiving the requirement for each Dual Enrollment Course, which shall comply with A.R.S. § 15-1821.01(2)(b). College shall report all exceptions and the justification for each exception as required by A.R.S. § 15-1821.01(2)(b).

G. College will provide to School District the instructional information necessary to meet the goals of the courses delivered, including but not limited to College approved textbook titles, syllabi, course outlines and grading standards applicable to the Dual Enrollment Courses.

H. College will ensure that instructors of Dual Enrollment Courses follow the Dual Enrollment Course guidelines, and that the same standards of expectation and assessment that are applied to other College courses are applied to the Dual Enrollment Courses.

I. For each student, College will assign an identification number to the student that shall correspond to or reference the State Student ID number assigned to the student. School District will provide College with the State Student ID number for each student as provided in Section 5.1(G).

J. College will grant College credit for a Dual Enrollment Course when a student satisfactorily completes the course.

4.2 Instructors and Instruction

A. College will ensure that School District instructors teaching Dual Enrollment Courses have valid College teaching qualifications in the field being taught and are selected and evaluated by College using the same procedure and criteria that are used for instructors at College campus.

B. If College is providing the instructor for a Dual Enrollment Course, College will provide at College's expense a substitute instructor, as necessary and as agreed upon by School District, to cover the absence of any College instructor teaching a Dual Enrollment Course.

4.3 Assessment and Monitoring

A. Except for vocational and occupational Dual Enrollment Courses, and if required by College policy, College will assess each student who seeks enrollment in a Dual Enrollment Course through an assessment test prior to, or at the time of, enrollment to determine and assure proper placement in the Dual Enrollment Courses.

B. College will involve full-time College faculty who teach a particular discipline in Dual Enrollment Course selection and implementation, and in Dual Enrollment Course faculty selection, orientation, professional development and evaluation, as required by A.R.S. § 15-1821.01(4) & (5).

C. College will designate a liaison officer to assist with dual enrollment activities and to meet with the liaison designated by School District as necessary to review Dual Enrollment Course outlines and School District's high school scope and sequence, and to review and amend the course outlines as necessary.

4.4 Policy and Procedure

A. College will comply with all applicable procedures and requirements for the Dual Enrollment Courses set out in state statute and College policy.

B. College will provide School District with College policies and procedures applicable to students enrolling in Dual Enrollment Courses.

C. College will provide School District access to the educational records of students as necessary to carry out the terms of this Agreement, and limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record, understanding that students enrolled in the Dual Enrollment Courses will be enrolled in both School District and College. Pursuant to the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), and applicable regulations, School District and College may disclose educational records of students to each other as "officials of another school system" where the student is enrolled.

4.5 Students with Disabilities

A. After notification from School District of a student's need, if College is providing the instructor for a Dual Enrollment Course, College will cooperate with School District to ensure the instructor complies with Section 504 of the Rehabilitation Act of 1973, as amended, or the Individuals with Disabilities Education Act ("IDEA"), as applicable. College shall work with School District in determining appropriate accommodations or special education services; however, School District shall be responsible for ensuring that the student receives a free appropriate public education ("FAPE") in conformity with his or her 504 Plan or individualized education program ("IEP"), including special education and related services, as applicable, and shall continue to have the financial and administrative responsibility for providing and implementing all necessary accommodations or services. This Agreement does not relieve School District of any of its legal duties under applicable Federal or State law, including but not limited to School District's obligations relating to child find, evaluation, and placement of students with disabilities.

B. College will provide training and guidance to instructors and other personnel in the area of compliance with the Americans with Disabilities Act ("ADA") and the Rehabilitation Act of 1973, as amended, as the Acts specifically relate to instructing students in a postsecondary education situation.

4.6 Reporting

College will submit a report to the Joint Legislative Budget Committee pursuant to A.R.S. § 15-1821.01(2)(b) when necessary, and School District will provide College with data that is required for inclusion in any such report in a timely fashion, as specified in Section 5.6.

5. OBLIGATIONS OF SCHOOL DISTRICT

5.1 General Course Requirements

A. School District will provide an opportunity for School District students who meet criteria pursuant to Paragraph B of this Section 5.1 to enroll in Dual Enrollment Courses and to receive college credit and credit toward high school graduation.

B. Pursuant to A.R.S. § 15-1821.01(6), School District will ensure that each student who enrolls for a Dual Enrollment Course pursuant to this Agreement is a full-time student and is currently enrolled in and attending a full-time instructional program, as defined in A.R.S. § 15-901, in a school in School District, except that high school seniors who satisfy high school graduation requirements with less than a full-time instructional program shall be exempt from this provision.

C. If School District is providing the instructor for the Dual Enrollment Course, School District will provide instruction in accordance with the policies, regulations and instructional standards of College in courses designated as Dual Enrollment Courses to students of School District at a School District facility.

D. School District will verify that each student enrolled in a Dual Enrollment Course, including those not electing to enroll for College credit, satisfies the prerequisites for the Dual Enrollment Course as published in College's catalog and complies with College policies and this Agreement regarding student placement in courses.

E. The School District Superintendent or designee may allow freshman and sophomore students to enroll in Dual Enrollment Courses subject to Section 4.1(F) above.

F. School District will adopt and utilize College approved textbooks, course outlines, and grading standards applicable to the Dual Enrollment Courses being taught. School District shall provide textbooks for the students. Each student shall be responsible to purchase other supplies, if any, required for the Dual Enrollment Course. Classroom supplies normally supplied by College are included in tuition charges.

G. For each student enrolling in a Dual Enrollment Course, School District will enroll the student using the student's State Student ID number and provide that number to College.

5.2 Instructors and Instruction

A. If School District is to provide the instructor, School District will nominate an instructor qualified in the appropriate subject area for each Dual Enrollment Courses and submit each instructor's name and credentials to College for approval.

B. School District will ensure that School District instructors teaching Dual Enrollment Courses provide instruction in accordance with the policies, regulations and instructional standards of College and comply with College assessments.

C. If School District is providing the instructor, School District will provide at School District's expense a substitute instructor, as necessary and as agreed upon by College, to cover the absence of a School District instructor who teaches a Dual Enrollment Course. In the case of substitutions exceeding 10 consecutive school days, School District shall notify College in writing of the name and credentials of the substitute instructor.

5.3 Assessment and Monitoring

School District will designate a liaison officer to assist with dual enrollment activities and to meet with the College designated liaison as necessary to review Dual Enrollment Course outlines and School District's high school scope and sequence to review and amend the course outlines as necessary.

5.4 Policy and Procedure

A. School District will ensure that each student seeking enrollment in a Dual Enrollment Course:

1. has completed the necessary College admissions and registration process;
2. has completed College assessment examinations, if required by College;
3. is aware the student is subject to both School District policies and procedures and College policies and procedures;
4. is aware the student is participating in a college level course, even though provided at the School District, and should act appropriately; and
5. is aware of the requirements for determination of eligibility for College in-state tuition, if applicable under the terms of this Agreement.

B. School District will ensure that each instructor of Dual Enrollment Courses agrees to be subject to School District policies and procedures and College policies and procedures, including the right of College to withdraw authorization of the instructor's participation in Dual Enrollment Courses for failure to follow College requirements.

C. School District will provide College access to the educational records of students as necessary to carry out the terms of this Agreement, and limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record, understanding that students enrolled in the Dual Enrollment Courses will be enrolled in both School District and College. Pursuant to FERPA and applicable regulations, School District and College may disclose educational records of students to each other as "officials of another school system" where the student is enrolled.

5.5 Students with Disabilities

School District will determine the appropriate accommodations for each qualified student with disabilities in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973 or the IDEA, as applicable, submit appropriate documentation on students with disabilities to the Disabilities Coordinator at College, and implement accommodations or special education services as required by Federal and State law and as negotiated between the College Disability Resource office and School District. School District shall work with College in determining appropriate accommodations or special education services. School District shall be responsible for ensuring that each qualified student receives a FAPE in conformity with his or her 504 Plan or IEP, including special education and related services, as applicable, and shall continue to have the financial and administrative responsibility for providing and implementing all necessary accommodations or services. This Agreement does not relieve School District of any of its legal duties under applicable Federal or State law, including but not limited to School District's obligations relating to child find, evaluation, and placement of students with disabilities.

5.6 Reporting

School District will provide to College in a timely fashion any data or other information that is required for the submission of any and all reports required by A.R.S. § 15-1821.01.

5.7 Facilities and Funding

A. School District will provide classroom/laboratory space in which Dual Enrollment Courses and activities will be conducted. Facilities and ancillary services provided for the delivery of Dual Enrollment Courses shall comply with all applicable provision of the state Fire Marshall Code, any local fire and safety regulations, and all other applicable federal and state laws.

B. Payment, if any, for facilities and ancillary services shall be designated in Exhibit B attached to this Agreement.

6. MUTUAL AGREEMENTS

6.1 Instructor

A. Throughout the term of this Agreement, an instructor provided by School District shall remain an employee of School District, and shall be subject to the terms and conditions of the instructor's employment contract and School District policy, but shall also be subject to continuing approval by College. Should a School District instructor violate College procedure or policy, College may withdraw

authorization for the instructor to participate in the dual enrollment program and School District, upon such withdrawal of authorization, shall substitute another qualified instructor and notify College in writing of such substitution. The instructor must be approved by College pursuant to the terms of this Agreement.

B. Throughout the term of this Agreement, an instructor provided by College shall remain an employee of College, and shall be subject to the terms and conditions of the instructor's employment contract and College policy, but shall also be subject to School District policy. Should a College instructor violate School District procedure or policy, School District may ask College to withdraw authorization for the instructor to participate in the dual enrollment program and College, upon such withdrawal of authorization, shall substitute another qualified instructor and notify School District in writing of such substitution.

6.2 Students

Each student enrolled in a Dual Enrollment Course, even though enrolled as a College student during the term of the Dual Enrollment Course, shall remain a student of School District and shall follow the schedule and calendar of classes applicable for Dual Enrollment Courses, as established by School District and approved by College.

6.3 Removal from Course

School District retains the right to refuse to allow a student to enroll in a Dual Enrollment Course and to discipline and/or remove any student from the Dual Enrollment Course in accordance with School District policies. College shall have the right to request School District to remove a student from a Dual Enrollment Course.

6.4 Schedule and Number of Students

School District and College shall mutually determine the schedule of, and maximum and minimum number of students to enroll in, each Dual Enrollment Course. Such schedule shall not be changed except by prior written agreement of School District and College. School District and College must mutually agree if any student who is not a student of School District will be enrolled in a Dual Enrollment Course; provided, however, that any such student must comply with the admissions requirements and course prerequisite requirement provisions of this Agreement.

6.5 Availability of Instructors

Availability of Dual Enrollment Courses offered by College shall be dependent on the availability of appropriately qualified instructors. College may compensate School District for the services of a qualified instructor provided by School District or, alternatively, College may provide a qualified instructor to deliver any Dual Enrollment Course.

6.6 Guidelines

School District and College shall ensure that each student enrolled in a Dual Enrollment Course, and all personnel of School District and all personnel of College who are involved in the dual enrollment program are provided with dual enrollment guidelines, and that such persons agree to review and comply with the guidelines.

6.7 Rigor of Courses

College and School District agree that college level courses are rigorous and demanding courses, and the standards and criteria of any Dual Enrollment Course shall meet statutory and College criteria, and such criteria shall not be diminished for the purpose of the dual enrollment program.

7. FINANCIAL PROVISIONS AND FORMAT FOR BILLING: See Exhibit A attached.

7.1 Fees

Fees and charges for the Dual Enrollment Courses and program are provided on Exhibit B attached to this Agreement.

7.2 Supplies

School District will provide and pay for basic textbooks, workbooks, supplies and other costs related to the teaching of and the administration of Dual Enrollment Courses within School District.

7.3 Tuition

A. Either the student or School District shall be responsible for payment of tuition to College, as specified in Exhibit B.

B. College may provide grants, scholarships or financial aid in accordance with College policies and as set forth on Exhibit B. In addition, College may offset tuition payments owed to College by School District with payments due from College to School District.

C. School District understands and agrees that tuition charges for students enrolled under this program may vary from student to student depending upon the total number of student credit hours for which each student has enrolled each term, and depending upon the student's eligibility for in-state tuition. Pursuant to A.R.S. § 15-1802(C), the residency of an un-emancipated student under the age of 19 years will be that of the student's parent or legal guardian, and any student who does not meet the statutory requirements for in-state tuition will be charged out-of-state tuition rates, to the extent such separate rates are established by this Agreement.

7.4 Billing Format

The format for the billing of all services pursuant to this Agreement is set forth on Exhibit B. All bills under this Agreement shall include all information required by A.R.S. § 15-1821.01(1)(a).

8. RECORDS

All accounts, reports, files and other records relating to this Agreement shall be kept for a minimum of 5 years after termination of this Agreement and shall be open to reasonable inspection and audit by the other party during that period. Audits may be conducted, at a time mutually agreed upon by the parties, by any appropriate political subdivision or agency of the State of Arizona or by representatives of the comptroller General of the United States or the Secretary of Education when required by applicable federal regulations.

9. CONFIDENTIALITY

All written student records shall be kept confidential in accordance with FERPA and regulations adopted pursuant to FERPA, the IDEA and regulations adopted thereunder, and applicable state laws and School District policies controlling the disclosure of personally identifiable information from a student's education records.

10. TERMINATION/DISPOSITION OF PROPERTY

10.1 Termination

Either Party may terminate this Agreement for any reason following written notice to the other Party of intent to terminate delivered not less than 90 days prior to the intended date of termination. Except as provided in this section 10, termination shall only be effective at the end of a semester, and no Dual Enrollment Course shall be terminated prior to such effective date.

10.2 No Relief from Obligations

Termination of this Agreement shall not relieve either Party from its obligation to pay for services provided prior to termination and those for any student already admitted and enrolled in a course or courses and obtaining dual credit at the time of termination or notice thereof.

10.3 Disposition of Property

The Parties do not contemplate joint acquisition of any property pursuant to this Agreement. Upon termination of this Agreement, equipment furnished or purchased by College for the program shall be retained by College, and equipment furnished or purchased by School District for the program shall be retained by School District.

11. RESPONSIBILITY

11.1 Conduct of Operations

Each Party agrees to be responsible for the conduct of its operations and performance of contract obligations and the actions of its own personnel while performing services under this Agreement, and each party shall be solely responsible for supervision, daily direction, control of payment of salary (including withholding for payment of taxes and social security), workers' compensation and disability benefits.

11.2 Indemnification

Each Party, to the greatest extent legally permissible, shall indemnify, defend, and hold harmless the other Party from any liability resulting from the negligence, intentionally tortious, or willful misconduct of the indemnifying Party's employees, officers, students and agents.

12. CANCELLATION FOR CONFLICT OF INTEREST

This Agreement may be canceled pursuant to A.R.S. § 38-511, the pertinent provisions of which are fully incorporated herein by reference.

13. NON-ASSIGNABILITY

Neither Party may assign any right or delegate a duty or responsibility under this Agreement without the prior written consent of the other Party.

14. COMPLIANCE WITH NON-DISCRIMINATION LAWS

To the extent applicable, the Parties shall comply with all College non-discrimination policies and all state and federal non-discrimination laws and regulations, including Executive Order 2009-09.

15. RIGHTS/OBLIGATIONS OF PARTIES ONLY

The terms of this Agreement are intended only to define the respective rights and obligations of the Parties. Nothing expressed herein shall create any rights or duties in favor of any potential third party beneficiary or other person, agency or organization.

16. ENTIRE AGREEMENT

This Agreement, and its attachments as noted herein, constitutes the entire agreement between the Parties, and, except as previously noted, all prior or contemporaneous oral or written agreements are superseded by this Agreement. There are no representations or other provisions other than those contained herein, and any amendment or modification of this Agreement shall be made in writing and signed by the Parties to this Agreement.

17. INVALIDITY OF PART OF THE AGREEMENT

If any part of this Agreement is held to be illegal, invalid or void by a court of competent jurisdiction, the remainder of this Agreement shall remain in full force and effect with those offending portions omitted.

18. GOVERNING LAW

This Agreement shall be construed under the laws of the State of Arizona and shall incorporate by reference all laws governing intergovernmental agreements and mandatory contract provisions of state agencies required by statute or executive order.

All statutes and regulations referenced in this Agreement are incorporated herein as if fully stated in their entirety in the Agreement. Each Party agrees to comply with and be responsible for the provisions, the statutes, and the regulations set out in this Agreement.

19. NOTICE

All notices, requests for payment, or other correspondence between the Parties regarding this Agreement shall be mailed United States postage prepaid or delivered personally to the respective parties at the following addresses:

If to College:

Dr. Jeanne Swarhout, President
Northland Pioneer College
P.O. Box 610
Holbrook, Arizona 86025

If to School District:

Michael Wright, Superintendent
Blue Ridge Unified School District No. 32
1200 W. White Mountain Blvd
Lakeside, AZ 85929

COLLEGE

SCHOOL DISTRICT
[Handwritten Signature] Ed.D. 11/13/18

By: Mark Vest
Title: President

By: Michael Wright
Title: Superintendent

Date

Date 11/13/18

REVIEWED AND APPROVED AS TO FORM

Pursuant to A.R.S. §11-952(D), the attorney for each of the parties has determined that the foregoing Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the party represented by such attorney.

[Handwritten Signature]
By: Kristin Mackin
Title: Attorney
Counsel for Navajo County Community
College District
Dated: 11/20/18

[Handwritten Signature]
By: *[Handwritten Name]*
Title: Attorney
Counsel for School District
Dated: 11-5-2018

EXHIBIT A

TYPE OF INSTRUCTION DUAL ENROLLMENT COURSES

COURSES AND CREDITS

For complete course descriptions, refer to the current College catalog.

All courses listed with an asterisk are also offered to freshmen and sophomore students.

The number of students admitted for any Dual Enrollment Course shall not be less than six (6) students per section and shall not exceed a maximum of thirty (30) students per section except and to the extent that the parties agree otherwise in writing in a specified circumstance.

<u>COURSE</u>	<u>TITLE</u>	<u>INSTRUCTOR</u>	<u>CREDITS</u>
WMC BRCO MAT103 10 11729 08/02/2017 06/01/2018 4.20	BUSINESS MATH	-MTWRF- 10:22-11:13 FOGLE, ERI	3.00
WMC BRCO MAT103 70 11730 08/02/2017 06/01/2018 4.60	BUSINESS MATH	-MTWRF- 9:24-10:15 FOGLE, ERI	3.00
WMC BRCO MAT103 72 11731 08/02/2017 06/01/2018 5.00	BUSINESS MATH	-MTWRF- 12:51-13:42 FOGLE, ERI	3.00
WMC BRCO MAT152 06 11797 08/02/2017 06/01/2018 .00	ADVANCED ALGEBRA	-MTWRF- 13:49-14:40 KEAN, THOM	3.00
WMC BRCO MAT152 72 11820 08/02/2017 06/01/2018 .00	ADVANCED ALGEBRA	-MTWRF- 10:22-11:13 KEAN, THOM	3.00
WMC BRCO MAT189 14 11830 08/02/2017 06/01/2018 .00	PRECALCULUS ALGEBRA-TRI	-MTWRF- 9:24-10:15 KEAN, THOM	3.00
WMC BRCO MAT189 75 11841 08/02/2017 06/01/2018 .00	PRECALCULUS ALGEBRA-TRI	-MTWRF- 12:51-13:42 KEAN, THOM	3.00
WMC BRCO MAT221 70 11862 08/02/2017 06/01/2018 .00	CALCULUS I	-MTWRF- 11:53-12:44 KEAN, THOM	4.00
WMC BRCO LAN160 72 13239 08/02/2017 06/01/2018 .00	BEG AMERICAN SIGN LANG	-MTWRF- 13:49-14:40 GARRISO, L	3.00
WMC BRCO LAN161 72 13240 08/02/2017 06/01/2018 4.40	INTERM AMERICAN SIGN LA	-MTWRF- 13:49-14:40 GARRISO, L	3.00
WMC BRCO LAN260 72 13241 08/02/2017 06/01/2018 4.20	ADV AMERICAN SIGN LANG	-MTWRF- 13:49-14:40 GARRISO, L	3.00
WMC BRCO LAN160 70 11706 08/02/2017 06/01/2018 2.60	BEG AMERICAN SIGN LANG	-MTWRF- 12:51-13:42 GARRISO, L	3.00
WMC BRCO LAN161 06 11708 08/02/2017 06/01/2018 .00	INTERM AMERICAN SIGN LA	-MTWRF- 12:51-13:42 GARRISO, L	3.00
WMC BRCO LAN260 04 11717 08/02/2017 06/01/2018 .00	ADV AMERICAN SIGN LANG	-MTWRF- 12:51-13:42 GARRISO, L	3.00
WMC BRCO CON102 03 13423 08/02/2017 06/01/2018 .00	INTRO TO CONSTRUCTION M	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO CON111 03 13424 08/02/2017 06/01/2018 .00	PLAN READING AND EMPLOY	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO CON121 03 10685 08/02/2017 06/01/2018 .00	CABINETMAKING I	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO CON221 03 10714 08/02/2017 06/01/2018 2.40	CABINETMAKING II	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO CON222 03 10718 08/02/2017 06/01/2018 .00	CABINETMAKING III	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO INA103 03 11683 08/02/2017 06/01/2018 2.40	FURNITUREMAKING I	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO INA104 03 11687 08/02/2017 06/01/2018 .00	FURNITUREMAKING II	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO INA105 04 11691 08/02/2017 06/01/2018 .00	WOODWORKING I	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO INA106 03 11695 08/02/2017 06/01/2018 .00	WOODWORKING II	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO INA205 03 11699 08/02/2017 06/01/2018 .00	WOODWORKING III	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO INA206 03 11703 08/02/2017 06/01/2018 .00	WOODWORKING IV	-MTWRF- 7:25- 8:20 RICE, JAME	3.00
WMC BRCO CON102 78 13425 08/02/2017 06/01/2018 2.80	INTRO TO CONSTRUCTION M	-MTWRF- 12:51-13:42 RICE, JAME	3.00

WMC BRCO CON111 78 13426 PLAN READING AND EMPLOY 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO CON121 78 10690 CABINETMAKING I 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO CON221 78 10716 CABINETMAKING II 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO CON222 78 10720 CABINETMAKING III 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO INA103 78 11685 FURNITUREMAKING I 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO INA105 78 11693 WOODWORKING I 08/02/2017 06/01/2018 2.80	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO INA106 78 11697 WOODWORKING II 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO INA205 78 11701 WOODWORKING III 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO INA206 78 11705 WOODWORKING IV 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 RICE, JAME	3.00
WMC BRCO LAN160 71 11707 BEG AMERICAN SIGN LANG 08/02/2017 06/01/2018 2.40	-MTWRF- 10:22-11:13 GARRISO, L	3.00
WMC BRCO LAN161 71 11709 INTERM AMERICAN SIGN LA 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 GARRISO, L	3.00
WMC BRCO LAN260 71 11718 ADV AMERICAN SIGN LANG 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 GARRISO, L	3.00
WMC BRCO CON102 74 13429 INTRO TO CONSTRUCTION M 08/02/2017 06/01/2018 2.40	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO CON111 74 13430 PLAN READING AND EMPLOY 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO CON121 76 10688 CABINETMAKING I 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO CON221 76 10715 CABINETMAKING II 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO CON222 76 10719 CABINETMAKING III 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO INA103 70 11684 FURNITUREMAKING I 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO INA104 70 11688 FURNITUREMAKING II 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO INA105 70 11692 WOODWORKING I 08/02/2017 06/01/2018 2.60	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO INA106 76 11696 WOODWORKING II 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO INA205 76 11700 WOODWORKING III 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO INA206 76 11704 WOODWORKING IV 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 RICE, JAME	3.00
WMC BRCO IMO160 70 11640 ROBOTICS 08/02/2017 06/01/2018 4.20	-MTWR-- 8:26- 9:17 FOGLE, ERI	3.00
WMC BRCO IMO161 70 11642 INTRO COMPTR AID MANUFC 08/02/2017 06/01/2018 1.00	-MTWR-- 8:26- 9:17 FOGLE, ERI	3.00
WMC BRCO IMO199 70 11644 PNEUMATICS & HYDRAULICS 08/02/2017 06/01/2018 4.00	-MTWR-- 8:26- 9:17 FOGLE, ERI	3.00
WMC BRCO IMO200 70 11646 SYSTM CRITIC THINK AND 08/02/2017 06/01/2018 1.00	-MTWR-- 8:26- 9:17 FOGLE, ERI	3.00
WMC BRCO IMO160 71 11641 ROBOTICS 08/02/2017 06/01/2018 4.60	-MTWR-- 11:53-12:44 FOGLE, ERI	3.00
WMC BRCO IMO161 71 11643 INTRO COMPTR AID MANUFC 08/02/2017 06/01/2018 .40	-MTWR-- 11:53-12:44 FOGLE, ERI	3.00
WMC BRCO IMO199 71 11645 PNEUMATICS & HYDRAULICS 08/02/2017 06/01/2018 4.80	-MTWR-- 11:53-12:44 FOGLE, ERI	3.00
WMC BRCO IMO200 71 11647 SYSTM CRITIC THINK AND 08/02/2017 06/01/2018 .40	-MTWR-- 11:53-12:44 FOGLE, ERI	3.00
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WMC BRCO CIS116 01 10597 COMPUTER PHOTOGRAPHIC I 08/02/2017 06/01/2018 3.80	-MTWRF- 8:26- 9:17 PETERSO, D	3.00
WMC BRCO CIS117 04 10605 TWO-DIMENSIONAL COMPUTE 08/02/2017 06/01/2018 .20	-MTWRF- 8:26- 9:17 PETERSO, D	3.00

WMC BRCO CIS119 09 10616 PAGE LAYOUT AND DESIGN 08/02/2017 06/01/2018 .20	-MTWRF- 8:26- 9:17 PETERSO, D 3.00
WMC BRCO CIS115 71 10592 INTRO GRAPHIC COMMUNIC 08/02/2017 06/01/2018 4.60	-MTWRF- 10:22-11:13 PETERSO, D 3.00
WMC BRCO CIS116 71 10600 COMPUTER PHOTOGRAPHIC I 08/02/2017 06/01/2018 4.60	-MTWRF- 10:22-11:13 PETERSO, D 3.00
WMC BRCO CIS117 72 10609 TWO-DIMENSIONAL COMPUTE 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 PETERSO, D 3.00
WMC BRCO CIS119 71 10619 PAGE LAYOUT AND DESIGN 08/02/2017 06/01/2018 .00	-MTWRF- 10:22-11:13 PETERSO, D 3.00
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WMC BRCO CIS117 73 10610 TWO-DIMENSIONAL COMPUTE 08/02/2017 06/01/2018 2.40	-MTWRF- 9:24-10:15 PETERSO, D 3.00
WMC BRCO CIS119 72 10620 PAGE LAYOUT AND DESIGN 08/02/2017 06/01/2018 2.20	-MTWRF- 9:24-10:15 PETERSO, D 3.00
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WMC BRCO CIS117 74 10611 TWO-DIMENSIONAL COMPUTE 08/02/2017 06/01/2018 .20	-MTWRF- 11:53-12:44 PETERSO, D 3.00
WMC BRCO CIS119 73 10621 PAGE LAYOUT AND DESIGN 08/02/2017 06/01/2018 .20	-MTWRF- 11:53-12:44 PETERSO, D 3.00
WMC BRCO CIS103 20 10566 INTRO TO WINDOWS 08/02/2017 06/01/2018 1.33	-MTWRF- 7:25- 8:20 FOGLE, ERI 1.00
WMC BRCO CIS113 20 10586 MULTIMEDIA 08/02/2017 06/01/2018 4.40	-MTWRF- 7:25- 8:20 FOGLE, ERI 3.00
WMC BRCO CIS118 20 10614 GRAPHICS-INTERACTV AND 08/02/2017 06/01/2018 4.40	-MTWRF- 7:25- 8:20 FOGLE, ERI 3.00
WMC BRCO CIS115 75 10595 INTRO GRAPHIC COMMUNIC 08/02/2017 06/01/2018 4.40	-MTWRF- 12:51-13:42 PETERSO, D 3.00
WMC BRCO CIS116 75 10603 COMPUTER PHOTOGRAPHIC I 08/02/2017 06/01/2018 4.40	-MTWRF- 12:51-13:42 PETERSO, D 3.00
WMC BRCO CIS117 75 10612 TWO-DIMENSIONAL COMPUTE 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 PETERSO, D 3.00
WMC BRCO CIS119 75 10622 PAGE LAYOUT AND DESIGN 08/02/2017 06/01/2018 .00	-MTWRF- 12:51-13:42 PETERSO, D 3.00
WMC BRCO CIS115 76 10596 INTRO GRAPHIC COMMUNIC 08/02/2017 06/01/2018 .20	-MTWRF- 13:49-14:40 PETERSO, D 3.00
WMC BRCO CIS116 76 10604 COMPUTER PHOTOGRAPHIC I 08/02/2017 06/01/2018 .40	-MTWRF- 13:49-14:40 PETERSO, D 3.00
WMC BRCO CIS117 76 10613 TWO-DIMENSIONAL COMPUTE 08/02/2017 06/01/2018 3.20	-MTWRF- 13:49-14:40 PETERSO, D 3.00
WMC BRCO CIS119 76 10623 PAGE LAYOUT AND DESIGN 08/02/2017 06/01/2018 2.00	-MTWRF- 13:49-14:40 PETERSO, D 3.00
WMC BRCO CON111 02 13421 PLAN READING AND EMPLOY 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO CON121 02 10684 CABINETMAKING I 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO CON221 02 10713 CABINETMAKING II 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO CON222 02 10717 CABINETMAKING III 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO INA103 02 11682 FURNITUREMAKING I 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO INA104 02 11686 FURNITUREMAKING II 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO INA105 03 11690 WOODWORKING I 08/02/2017 06/01/2018 4.00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO INA106 02 11694 WOODWORKING II 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO INA205 02 11698 WOODWORKING III 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00
WMC BRCO INA206 02 11702 WOODWORKING IV 08/02/2017 06/01/2018 .00	-MTWRF- 9:24-10:15 RICE, JAME 3.00

EXHIBIT B

FINANCIAL PROVISIONS

*Fill in the blanks. If the information is not applicable, indicate N/A in the blank.
Additional directions for completing this form are in italics.*

1. INSTRUCTORS

Instructors shall be provided as follows: *(Check the appropriate line)*

- School District shall provide and pay all instructors.
- College shall provide and pay all instructors.
- Each party shall provide and pay for instructors as follows: _____

2. PAYMENTS TO THE SCHOOL DISTRICT

For each course for which the School District provides and pays for the instructor, the College shall pay the School District Ten Dollars (\$10) per credit hour for each properly enrolled student, capped at one hundred Dollars (\$100) per credit hour for each course. *(Indicate N/A if there is no cap.)*

Invoices from the School District to the College shall be based on College course rosters and include the information listed in Exhibit A of this Agreement.

3. PAYMENTS OF TUITION AND FEES/COSTS TO THE COLLEGE

TUITION:

College tuition is Seventy-four Dollars (\$74) per credit hour for each in-state student and three hundred fifty-five Dollars (\$ 355) per credit hour for each student who, pursuant to A.R.S. §15-1802 or A.R.S. §15-1803, does not qualify for in-state student status.

ADDITIONAL FEES AND/OR COSTS:

Set out below are additional fees and costs and, for each, a designation as to whether the School District or student is responsible for payment of each fee or cost

Fees and Costs (Including special course fees; assessment costs, if any; etc.)	<i>For each fee or cost, check the appropriate line to indicate whether the School District or student is responsible for payment to the College of the fee or cost. .</i>
1.	District _____ Student <u>X</u>
2.	District _____ Student <u>X</u>
3.	District _____ Student _____

4. COLLECTION AND PAYMENT OF TUITION AND FEES/COSTS

Check the appropriate line:

- School District is responsible for payment of tuition to the College.
- Each student is responsible for payment of tuition to the College.

For tuition and fee/cost payments required to be made by the School District to the College:

- A. School District is authorized and retains the discretion to collect tuition and fee/cost payments from its students to the extent School District deems appropriate; and
- B. School District may reduce its required payment of tuition and fees/costs owed to the College pursuant to paragraph 3 by the amount of any payment owed to School District by the College

pursuant to paragraph 2.

For any tuition and fee/cost payment required to be made by a student to the College, the College shall establish an individual billing account for that student and the billing for such tuition and/or fees and costs shall occur in accordance with College policies and procedures.

5. FINANCIAL AID

Except as indicated in this section, College offers no grant, scholarship or financial aid for the dual enrollment program.

[If grants, scholarships or financial aid are available, specify that information here]: N/A

If tuition and/or additional fees and costs are the responsibility of individual students, a student may be eligible for tuition and fee and cost scholarships in compliance with College policies and procedures.

6. FORMAT OF INVOICES BETWEEN THE SCHOOL DISTRICT AND COLLEGE

The School District and College shall send invoices to the other to the attention and at the address listed below no later than thirty (30) days after the end of each semester. Each invoice shall detail any payments due. Payments shall be due within thirty (30) days of receipt of an invoice.

Invoices to be sent to the College:
(specify administrator and address)

 Not Applicable

Invoices to be sent to the School District:
(specify administrator and address)

7. FULL TIME STUDENT EQUIVALENT FINANCIAL INFORMATION

Amount College received in FTSE funding in prior academic year:
(Specify dollar amount)

\$ 1,606,000

Portion of that FTSE distributed to School District:
(Specify percentage or dollar amount)

 Less than 1%

Amount School District returned to College:
(Specify percentage or dollar amount)

 -0-

REQUEST TO APPROVE PROGRAM DELETION FOR HUMAN SERVICES RESIDENTIAL CHILD/YOUTH CARE ASSOCIATE OF APPLIED SCIENCE, CERTIFICATE OF APPLIED SCIENCE AND CERTIFICATE OF PROFICIENCY

Recommendation:

The Instructional Council recommends approval of the deletion of the Human Services (HUS) Residential Child/Youth Care Associate of Applied Science (AAS), Certificate of Applied Science (CAS) and Certificate of Proficiency (CP). Details of the deletion are noted below.

Summary:

The lack of ongoing need for the degree as an occupational support (only one student currently enrolled), the lack of full-time or consistent faculty to teach HUS courses, and the many redundancies in the scope and sequence of the degree has made continuation of the HUS Residential Child/Youth Care Program prohibitive. Several of the HUS courses will be kept, with the plan to utilize them in ECD concentrations. Proposed effective date will be Fall, 2019.

~~Human Services (HUS)~~

~~Residential Child/Youth Care – CP, CAS & AAS~~

~~Why become a Residential Child/Youth Assistant?~~

~~Know how to manage time effectively?~~

~~Do you have patience, understanding and good communication skills?~~

~~Couple these with working with children and young adults in residential group care facilities, such as boarding schools, dormitories, group homes or even private residences and you might find a rewarding career as a Residential Child/Youth Assistant. The Child/Youth Assistant provides assistance in everyday living and guidance in completing tasks.~~

~~NPC's Residential Child/Youth Care Assistant program combines courses from several disciplines into an Associate of Applied Science (AAS) degree or Certificate of Applied Science (CAS) and Proficiency (CP).~~

~~Career Opportunities~~

Nationally employment of residential child/youth assistants is projected to grow 26 percent between 2014 and 2024, well above the average for all occupations. Locally, employment growth tends to be in residential dorms in rural areas, where there are mandated requirements for educational growth for personal care workers.

The median annual salary for residential child/youth assistants ranged from \$23,470 to \$37,270, with higher ranges being in specialized disability or substance abuse facilities.

(SOC 39-9021, 9041) Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2017-18 Edition, May 2017.

Child/Youth Care (CP) • 19 credits

ECD 100 Providing a Healthy Environment.....	1 credit
ECD 102 Ensuring a Safe Environment.....	1 credit
ECD 108 Observation and Assessment in Early Childhood.....	1 credit
ECD 110 Building Relationships with Families.....	1 credit
ECD 143 Inclusion of Children with Special Needs.....	2 credits
ECD 152 Learning Environment for School Ageds.....	1 credit
ECD 153 Guidance Principles for School Ageds.....	1 credit
ECD 175 Professionalism.....	1 credit
EDU 137 Principles of Child Guidance.....	1 credit
EDU 138 Managing Children's Behavior.....	1 credit
HUS 251 Developing a Culture of Care.....	2 credits
HUS 252 Building Relationships.....	2 credits
HUS 253 Teaching Discipline.....	2 credits
HUS 256 Understanding Child Development.....	2 credits

Residential Child/Youth Care Assistant (CAS) • 36 credits

Complete the Child/Youth Care CP..... 19 credits

Any CIS course.....	3 credits
ECD 250 Survey of Child Development.....	3 credits

Electives..... 5 credits

An additional five **unduplicated** credits (100 level or higher) must be selected from ECD/EDU/EMT/HDE/HUS/CIS/HPE/ANT/LAN courses. Up to three credits of 199 workshops may be used.

PLUS

Communications..... 3 credits

ENL 101 College Composition I.....	3 credits
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Mathematics..... 3 credits

Select any course under the **Mathematics** General Education Course Options (for CAS and AAS Degrees) on page 62

Residential Child/Youth Care Assistant (AAS) • 64 credits

Complete the Residential Child/Youth Care CAS..... 36 credits

PLUS

General Education Courses..... 3 CREDITS

Communications..... 3 credits

Select any course under the **Communications** General Education Course Options (for CAS and AAS degrees) on page 62.

Discipline Studies..... 7 credits

Select one course from the Physical and Biological Sciences and one course from either the Arts and Humanities or Social and Behavioral Sciences from the list of General Education Course Options (for CAS and AAS degrees) on page 62.

PLUS

CIS: Any unduplicated course..... 3 credits

Core Requirements..... 5 credits

ECD 221 Stress Management for Educators.....	2 credits
ECD or EDU Internship.....	1 credit

HUS 180 Cross Cultural Helping Skills..... 2 credits

Electives..... 10 credits

An additional 10 **unduplicated** credits must be selected from any 100-level or above courses. Up to six credits of 199 workshops may be included in the AAS degree total of 15 elective credits.

REQUEST TO APPROVE PROGRAM MODIFICATION FOR AUTOMOTIVE TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE, CERTIFICATE OF APPLIED SCIENCE AND CERTIFICATES OF PROFICIENCY

Recommendation:

The Instructional Council recommends approval of the modification of the Automotive Technology (ATO) Associate of Applied Science (AAS), Certificate of Applied Science (CAS) and Certificates of Proficiency (CPs). Details of the modification are noted below.

Summary:

Technology in the automotive industry has changed and updates to the program were made accordingly, which will prepare students for current industry needs. The courses were updated, re-aligning the curriculum to the Automotive Service Excellence (ASE) accreditation standards. The new CPs will be eligible for financial aid funding. Proposed effective date will be Fall, 2019.

CIP Code: 47.0600

Automotive Technology (ATO)

This program is for students who are seeking a career in the automotive repair industry. It offers a combination of self-guided, computer-aided instruction, guided instruction and hands-on laboratory learning. Students will perform numerous repairs on a combination of training modules, practice and live vehicles. All repairs and tasks will follow ASE guidelines to prepare students to become ASE certified in eight areas of repair. These areas are: electronics and electrical systems; engine performance; suspension and steering; brakes; heating and air-conditioning; engine repair; manual transmissions and axles; and automatic transmissions. Students will then be encouraged to participate in the ASE testing process to obtain certifications in their area of interest. **Additionally, students are required to complete 4 hours of additional documented E-learning per credit hour of enrollment outside of classroom (in addition to homework, studying, and other regularly assigned reading materials).**

Upon completion of the program, the student will receive an **Associate of Applied Science degree in Automotive Technology**. This degree, coupled with the ASE certifications, will enhance career opportunities for a student as an Automotive Service technician in the automotive industry.

Preceding the A.A.S. degree, students are afforded the opportunity to obtain a **Certificate of Applied Science in Automotive Technology** or **Certificates of Proficiency**.

Cost & Time for Completion

The U.S. Department of Education requires NPC to annually publish cost and time for completion data on Career & Technical Education certificate programs.

You can access the current data online at www.npc.edu/automotive.

Why Study Automotive Technology?

Cars are getting more sophisticated and today's auto dealerships and repair facilities want trained workers who can adapt to new technologies and repair techniques. Individuals without formal training and national certification will face stiff competition for entry-level employment opportunities.

Career Opportunities

There will be steady employment in the auto services industry due to the need for maintenance and repairs as car owners keep vehicles longer than in the past. Added to this is the need to replace retiring mechanics, rapidly changing hybrid-fuel technologies, as well as mandates for improved vehicle performance standards.

The U.S. Bureau of Labor Statistics reports the median annual salary for certified mechanics is \$38,980 (North Arizona nonmetropolitan area) with higher pay for specialized service technicians working for auto dealerships. (May 2017, SOC 49-3023)

Certificates of Proficiency (CP)

Brake and Transmission Systems (CP) • 13 credits

ATO 103 Safety and Hazardous Materials.....	2 credits
ATO 112 Automatic Transmission Systems I.....	3 credits
ATO 113 Automatic Transmission Systems II.....	3 credits
ATO 114 Brake Systems I.....	3 credits
ATO 115 Brake Systems II.....	2 credits

Drive Train, Suspension and Steering, HVAC (CP) • 14 credits

ATO 103 Safety and Hazardous Materials.....	2 credits
ATO 205 Suspension and Steering Systems.....	4 credits
ATO 210 Heating and Air Conditioning Systems.....	4 credits
ATO 212 Manual Drive Train and Axles.....	4 credits

Electrical and Electronics Systems (CP) • 11 credits

ATO 103 Safety and Hazardous Materials.....	2 credits
ATO 207 Electrical and Electronic Systems I.....	3 credits
ATO 208 Electrical and Electronic Systems II.....	3 credits
ATO 209 Electrical and Electronic Systems III.....	3 credits

Engine Performance (CP) • 11 credits

ATO 103 Safety and Hazardous Materials.....	2 credits
ATO 109 Engine Performance I.....	3 credits
ATO 110 Engine Performance II.....	3 credits
ATO 111 Engine Performance III.....	3 credits

Engine Repair (CP) • 7 credits

ATO 103 Safety and Hazardous Materials.....	2 credits
ATO 107 Engine Repair I.....	3 credits
ATO 108 Engine Repair II.....	2 credits

Electrical Systems and Engines (CP) • 23 credits

ATO 116 Introduction to Automotive and Safety	2 credits
ATO 118 Electrical I.....	3 credits
ATO 120 Electrical II.....	3 credits
ATO 122 Electrical III.....	3 credits
ATO 124 Engine Repair I.....	3 credits
ATO 126 Engine Repair II.....	3 credits
ATO 128 Engine Performance I.....	3 credits
ATO 130 Engine Performance II.....	3 credits

Automotive Service Operations (CP) • 24 credits

ATO 216 Suspension and Steering.....	4 credits
ATO 218 Automatic Transmissions.....	4 credits
ATO 220 Manual Transmissions and Drive Trains.....	4 credits
ATO 222 Brake Systems	4 credits
ATO 224 HVAC Systems.....	4 credits
ATO 226 Automotive Diesel.....	4 credits

Certificate of Applied Science (CAS) • ~~31~~ 29 credits

Complete the Electrical and Electronics Systems CP..... 11 credits

Complete the Electrical Systems and Engines CP..... 23 credits

Complete the AAS Level 2 courses..... 11 credits

ATO 111 Engine Performance III..... 3 credits

Communications..... 3 credits

ENL 101 College Composition I..... 3 credits

Mathematics..... 3 credits

Select any course under the **Mathematics** General Education Course Options (for CAS and AAS Degrees) on page 62.

Automotive Technology (AAS) • 64 credits

Complete the Electrical Systems and Engines CAS..... 29 credits

Complete the Automotive Service Operations CP..... 24 credits

General Education Courses 9 3 credits

Communications..... 6 3 credits

ENL 101 College Composition I..... 3 credits

Plus one of the following:

ENL 102 College Composition II..... 3 credits

ENL 109 Technical Writing..... 3 credits

SPT 120 Public Speaking..... 3 credits

Select any course under the **Communications** General Education Course Options (for AAS Degrees) on page 66.

Mathematics..... 3 credits

Select any course under the **Mathematics** General Education Course Options (for CAS and AAS Degrees) on page 66.

Discipline Studies..... 7 credits

(Select one course from the **Physical and Biological Sciences** list and one course from either the **Arts and Humanities** or **Social and Behavioral Sciences** lists on page 66.)

Core Requirements.....48 credits

Level-1

Complete the Electrical and Electronic Systems CP..... 11 credits

Level-2

ATO 107 Engine Repair I..... 3 credits

ATO 108 Engine Repair II..... 2 credits

ATO 109 Engine Performance I..... 3 credits

ATO 110 Engine Performance II..... 3 credits

Level-3

ATO 111 Engine Performance III..... 3 credits

ATO 112 Automatic Transmission Systems I..... 3 credits

ATO 113 Automatic Transmission Systems II..... 3 credits

ATO 205 Suspension and Steering Systems..... 4 credits

Level-4

ATO 114 Brake Systems I..... 3 credits

ATO 115 Brake Systems II..... 2 credits

ATO 210 Heating and Air Conditioning Systems..... 4 credits

ATO 212 Manual Drive Train and Axles..... 4 credits

Electives 1 credit

(Choose from any unduplicated courses at the 100-level or above)

(CP) Certificate of Proficiency • (CAS) Certificate of Applied Science
(AAS) Associate of Applied Science Degree

REQUEST TO APPROVE PROGRAM MODIFICATION FOR ASSOCIATE OF ARTS IN EARLY CHILDHOOD

Recommendation:

The Instructional Council recommends approval of the modification of the Associate of Arts in Early Childhood (AAEC). Details of the modification are noted below.

Summary:

Changes were made to the Social and Behavioral Sciences wording, in order to bring more clarity. At the suggestion of Instructional Council, the two math courses were moved to the Core Requirements section. Proposed effective date will be Fall, 2019.

CIP Code: 13.1210

Transfer Degree

Associate of Arts in Early Childhood (AAEC) • 64 credits

Completion of the 35 general education course credits fulfills requirements for the Arizona General Education Curriculum (AGEC-A) for the Associate of Arts in Early Childhood degree. (see *What is AGECE?* – page XX)

General Education Courses.....35 credits

Communications 6 credits

ENL 101 College Composition I 3 credits

ENL 102 College Composition II..... 3 credits

Mathematics..... 3 credits

Select one of the following:

MAT 142 College Mathematics with Contemporary Applications.. 3 credits

MAT 152 Advanced Algebra..... 3 credits

Or any mathematics course for which MAT 152 is a prerequisite.

Discipline Studies.....26 credits

Arts and Humanities..... 6 credits

(Select two courses from at least two disciplines from the list on page XX)

Physical and Biological Science 8 credits

(Select two courses from the list on page XX)

Social and Behavioral Sciences..... 9 credits

(Select one of the following courses and two additional courses from the list on page XX. Courses must include at least two different disciplines, and at least one of the courses chosen must meet the requirement for Contemporary Global, International or Historical Awareness by choosing a course with an asterisk from the list on Page XX).

POS 110 American Government..... 3 credits

OR

HIS 105 U.S. History to 1877 3 credits

Computer Science.....3 credits

CIS 105 Computer Applications and Information Technology..... 3 credits

Core Requirements.....19 25 credits

ECD 100 Providing a Healthy Environment.....1 credit

ECD 102 Ensuring a Safe Environment1 credit

ECD 105 Understanding Behavior and Encouraging Self-Discipline1 credit

ECD 108 Observation and Assessment in Early Childhood1 credit

ECD 110 Building Relationships with Families1 credit

ECD 120 Guidance and Development of Social-Emotional Development1 credit

ECD 128 Culture, Language and Community.....1 credit

ECD 175 Professionalism1 credit

ECD 186 Effective Interactions for Learning.....1 credit

ECD 187 Supporting STEM in Early Childhood1 credit

ECD 200 Introduction to Early Childhood Education..... 3 credits

ECD 217 Early Childhood Language and Literacy1 credit

ECD 233 Policies and Procedures In Early Childhood Programs 2 credits

ECD 250 Survey of Child Development 3 credits

MAT 161 Algebra-based Mathematics for Elementary Teachers I..... 3 credits

MAT 162 Algebra-based Mathematics for Elementary Teachers II..... 3 credits

REQUIRED ELECTIVES.....6 credits

~~MAT 161 Algebra-based Mathematics for Elementary Teachers I.....3 credits~~

~~MAT 162 Algebra-based Mathematics for Elementary Teachers II.....3 credits~~

Transferrable Electives..... 4 credits

Successful completion of four credits of unduplicated university transferrable electives, as described on page XX. POS 221 is strongly recommended, though not required as an elective choice.

Request to Approve SPASC Priorities for 2018-2019

Recommendation:

Staff recommends the approval of the Strategic Planning and Accreditation Committee's Strategic Priorities for 2018-2019.

Summary:

NPC's 2018-2019 Strategic Priorities focus on two areas: (1) Preparing for the Higher Learning Commission (HLC) Accreditation (2) Improving Students' NPC Experiences. Under **Priority # 1 Preparing for HLC Accreditation**, the college will accomplish two major goals:

- Complete NPC's Arguments for HLC Assurance System (Overall Responsibility: Judy Yip-Reyes as coordinator)
- Implement an NPC-wide HLC awareness and preparation communication plan to more fully prepare for HLC November 2019 onsite visit (Overall Responsibility: SPASC, Operations, Marketing, President's Office)

Under **Priority #2 Improving Student Experiences**, NPC will implement a number of strategic initiatives in the following major areas: Listed are the individuals and/or groups with overall responsibilities followed by the relevance to improving the student experience.

Enrollment Management

<p>1. Implement an NPC-wide student non-emergency texting system that allows multiple NPC offices to text students without duplication of non-instructional messages</p>	<p>Ann Hess</p>	<p>Improve NPC’s connection with students</p>
<p>2. Pursue internal consortium agreements with local school districts, and other potential partners, to optimize utilizing newly-adopted classroom technology</p>	<p>Rickey Jackson</p>	<p>Expand students’ access to college education</p>
<p>3. Implement support service and instructional design elements of American Association of Community Colleges (AACC) guided pathways model that apply to the college</p>	<p>Rickey Jackson</p>	<p>Improve students’ learning experiences via achieving educational goals sooner and using measurable learning outcomes</p>
<p>4. Improve financial aid packaging system and realign financial aid disbursement schedule to assure students are prepared to start each semester with what they need to be successful (e.g., books, transportation, housing)</p>	<p>Jeremey Raisor</p>	<p>Improve students’ experiences in obtaining financial aid</p>
<p>5. Fully implement a web-based registration, payment, and support service delivery system to allow for expansion into online, hybrid, and telepresence course delivery</p>	<p>Amber Hill, with assistance from Jeremy Raisor and Josh Rogers</p>	<p>Improve students’ registration and payment experiences</p>
<p>6. Improve internal communication by addressing communication challenges</p>	<p>Employee Relations Committee</p>	<p>Provide staff with up-to-date knowledge to more efficiently and effectively assist students</p>
<p>7. Improve external communication by hiring a part-time social media specialist to take charge of NPC’s social media, post consistently on outlets (e.g., Facebook and Instagram), and produce short videos and photos about students, program, and events</p>	<p>Ann Hess</p>	<p>Improve prospective and current students’ impression of college; help students connect with the college digitally</p>

Staff Training

8.Improve knowledge and skill level of all college employees, leading to a greater measure of self-sufficiency, and reducing Information Services (IS) training workload in the long term. This is achieved by hiring a part-time Human Resource training coordinator who will create customized training modules in areas, such as compliance and E-sign

Chris Roediger

Enable staff to have up-to-date knowledge to more efficiently and effectively assist students

Request to Approve Anatomage Tables Purchase

Recommendation:

Staff recommends approval of the Purchase of 2 Anatomage clinical tables for a total cost of \$113,990.00.

Summary:

Northland Pioneer College recommends the purchase for the attached quotes from Anatomage, Inc. using Title III NASNTI funds. This purchase is for 2 Anatomage clinical tables, which will provide anatomy visualization technology for use in classes with one table located at the Little Colorado Campus and the other table located at the White Mountain Campus. Each table costs \$58,000.00. It costs \$600.00 each to ship in a crate. The quotes also indicate a multi-unit discount of \$2,500.00 each, for a total discount of \$5,000.00. The total cost for this purchase is \$113,990.00.

Don Crews, with the United States Department of Education, advised NPC on October 23, 2018 (email included below in the packet) to proceed with this purchase of the 2 Anatomage clinical tables under the Title III NASNTI using the monetary post award that NPC received, in lieu of further reviewing alternative, comparative tables and technology.

Background:

Northland Pioneer College was notified Monday, September 24, 2018 that it received \$150,670 in supplemental funding from the Title III NASNTI program. Supplemental funding from Title III NASNTI will allow us to address a compelling unmet need. Specifically, NPC has been unable to offer a laboratory science class that meets college general education requirements to students in remote areas, because of the required hands-on lab component. Emerging virtual-reality technology will enable us to pilot NPC's BIO 160 course, *Introduction to Human Anatomy and Physiology*, over the

network established through Title III NASNTI for TALON, thus expanding our general education dual enrollment offerings to include a laboratory science.

Over the next two years, faculty and staff will begin working toward offering laboratory science classes at a distance to students in remote areas. First steps will be to purchase two virtual anatomy tables/software by the end of Fall 2018. Next step will be to train IS staff and faculty in hardware and software use. Faculty will then begin to update curriculum over the summer of 2019. Faculty and IS staff will work together to pilot the new technology in science classes in Fall of 2019. Modifications will take place in the December with the goal to offer the first laboratory science classes utilizing virtual anatomy tables/ software in spring of 2020.

Northland Pioneer College

DIRECTED OR SOLE SOURCE JUSTIFICATION FORM

Purpose of this form: To communicate and document the reason for recommending a supplier where (a) competitive bidding was not used or (b) competitive bidding was used and a supplier other than the lowest bidder is recommended.

Description of Product and/or Service: 2 Anatomage clinical tables, which will provide anatomy visualization technology for use in classes with one table located at the Little Colorado Campus and the other table located at the White Mountain Campus.

Name of Supplier: Anatomage, Inc. **Date:** 12/12/2018

Please select the reason for recommending the above named supplier:

- The requested product is an integral part or accessory to existing equipment.
- The service requested is for existing equipment which can only be completed by the original manufacturer or manufacturer's designated service provider.
- The requested product or service has unique design, performance, and/or quality specifications that are essential to particular teaching needs and are not available in comparable products.
- The requested service requires a supplier that can demonstrate unique skills or experience.
- Only one supplier is capable of providing supplies, services, or construction.
- Emergency – The goods or services are needed to correct or prevent an emergency health, environmental or safety hazard; special or time sensitive events; and/or emergency repair or replacement of existing equipment essential for daily operations.

Time frame this Justification will extend from: December 2018 to: February 2018 (Not to exceed 5 years.)

Additional Information (Required Irrespective of Reason Selected):

Please explain why other suppliers were excluded from the evaluation. Attach additional sheets if necessary.

Don Crews, with the United States Department of Education, directed Ms. Heister on October 23, 2018 (email included below in the packet) to proceed with this purchase of the 2 Anatomage clinical tables under the Title III NASNTI using the monetary post award that NPC received, as no comparable products are available to specifically deliver collaborative, distance anatomy curriculum.

If compatibility with existing equipment is your reason for recommending the supplier, provide the following information about the existing equipment.

Description: N/A

Manufacturer & Model No.: _____

Other Suppliers Contacted: Note all other suppliers considered for this product or service. Include the reason why the product or service was not acceptable. Attach additional sheets if necessary.

a) Supplier: N/A

Northland Pioneer College

DIRECTED OR SOLE SOURCE JUSTIFICATION FORM

Contact Name & Phone #: _____

Product/Service Description: _____

Technical Deficiency: _____

b) Supplier: _____ N/A _____

Contact Name & Phone #: _____

Product/Service Description: _____

Technical Deficiency: _____

Authorization

Rickey Jackson

Printed or Typed Name of Vice President/Chief Business Officer

X *Rickey Jackson*
Rickey Jackson (Dec 13, 2018)

Signature of Vice President/Chief Business Officer

Renell Heister

Printed or Typed Name of Requester

X *Renell B Heister*

Signature of Requester

I certify that I am in compliance with the Disclosure of Substantial Interest requirements (Policy 1220, Procedure 2715). I understand and accept my obligation to disclose any interest in a proposed College transaction.

I have no substantial interest to disclose.

The above is an accurate and current statement of all my reportable outside interests and activities, to the best of my knowledge.

Date: Dec 13, 2018 Requester's Signature: *Renell B Heister*

For CBO Use Only

CHIEF BUSINESS OFFICER APPROVAL

Approved by: *Maderia Ellison*
Maderia Ellison (Dec 13, 2018)

Date of Review: Dec 13, 2018

Approved: Yes No Reason for denial: _____

Need additional information before a decision can be made.

Information needed: _____ Note: approved as sole source per grantor direction on purchase.

Northland Pioneer College

DIRECTED OR SOLE SOURCE JUSTIFICATION FORM

NPC Procedures:

Northland Pioneer College purchasing procedures permit, under certain conditions, purchases of goods or services from a directed or sole source without soliciting bids from multiple sources.

NPC recognizes that special circumstances may not support the use of competitive bidding. In these situations, directed or sole source purchases may be an acceptable alternative.

Directed or sole source purchases are an exception to the Northland Pioneer College Purchasing Procedure, and must always be in writing. The Chief Business Officer will approve a directed or sole source purchase on a case-by-case basis.

Definitions:

Directed Source: Indicates a product or service must, for specific and justifiable reasons, be purchased from one specified supplier. Directed Source procurement may be used when one of the following conditions exists:

- The requested product is an integral part or accessory to existing equipment.
- The service requested is for existing equipment which can only be completed by the original manufacturer or manufacturer's designated service provider.
- The requested product or service has unique design, performance, and/or quality specifications that are essential to a particular research protocol or teaching needs and are not available in comparable products.
- The requested service or system requires a supplier with unique skills or experience.

Sole Source: Indicates only one supplier exists capable of providing a particular product or service.

Process:

The Directed or Sole Source Justification Form shall accompany any request for a purchase from a Directed or Sole Source where:

- the purchase exceeds \$5,000 (***3,500 for federal grant purchases**), and
- the purchase is not covered by an existing contract or price agreement.

Furnish the necessary explanation and documentation as noted on the form. The requestor and the appropriate approver (vice president) must co-sign this document. Forward the form and supporting documentation to the Vice President for Administrative Services for review and approval.

Evaluation:

For directed and sole source purchases, each department is responsible for evaluating alternative sources of supply and documenting the reasons that the purchase will be directed to a particular supplier or service provider when alternative sources are available. Departments also are responsible for verifying that prices paid for directed and sole source purchases are fair and reasonable.

Under no circumstances shall a supplier be advised that a contract will be awarded on a directed or sole source basis before approval by the Vice President for Administrative Services.

The determination as to whether a directed or sole source justification is reasonable is based on one or more of these criteria:

- the requestor has investigated and documented his/her evaluation of potential alternate sources of supply for the requested product and/or service.
- the requestor's documentation explains how similar products and/or services cannot meet the required specifications.
- the requestor has documented that a good faith effort has been made to identify other sources.

Northland Pioneer College

DIRECTED OR SOLE SOURCE JUSTIFICATION FORM

If the purchase meets the criteria for Directed or Sole Source, the Vice President for Administrative Services will authorize the purchase. The Directed or Sole Source Form will be returned to the requestor if the purchase does not meet the criteria or if additional information is needed.

Exclusions:

Subscriptions, dues, memberships and other similar items will be treated as sole source, and do not require sole source justification documentation.

Anatomage

Price Quotation

Anatomage Inc.
 303 Almaden Blvd., #700
 San Jose, CA 95110
www.anatomage.com
info@anatomage.com
 (408) 885-1474 Phone
 (408) 295-9786 Fax

Prepared By Kingston Yi
 Phone (310) 490-8171
 Email kyi@anatomage.com

Created Date 12/10/2018
 Expiration Date 3/31/2019
 Quote Number 2018-3448

Contact Name P.J. Way
 Phone (800) 266-7845
 Email phillip.way@npc.edu

Bill To Name Northland Pioneer College - AZ
 Bill To 1001 W Deuce of Clubs,
 Show Low, Arizona 85901
 United States

Ship To Name Northland Pioneer College - AZ
 Ship To 1400 E 3rd St
 Winslow, Arizona 86047
 United States

Additional Information Turn around times are 4-6 weeks

Product	Line Item Description	Sales Price	Quantity	Total Price
Anatomage Table Clinical	1/2 the size and full content as Table	\$58,000.00	1.00	\$58,000.00
1st Year Warranty, Software Upgrade, Tech Support	Included w/ Table	\$0.00	1.00	\$0.00
Medical Design Studio	Included w/ Table	\$0.00	1.00	\$0.00
On-site Training	Included w/ Table	\$0.00	1.00	\$0.00
Crate	wooden crate to ship Table	\$600.00	1.00	\$600.00
Multi Unit Discount	2 units	(\$2,500.00)	1.00	(\$2,500.00)

Total Price \$56,100.00
 Shipping and Handling \$895.00
 Grand Total \$56,995.00

Country of Origin: United States
 Place of Manufacture: San Jose, CA
 Price does not include taxes and duties, which must be paid by Consignee
 Quote is only valid in USD

Acceptance

Signature _____ Date _____

Anatomage

Price Quotation

Anatomage Inc.
 303 Almaden Blvd., #700
 San Jose, CA 95110
www.anatomage.com
info@anatomage.com
 (408) 885-1474 Phone
 (408) 295-9786 Fax

Prepared By	Kingston Yi	Created Date	12/10/2018
Phone	(310) 490-8171	Expiration Date	3/31/2019
Email	kyi@anatomage.com	Quote Number	2018-2911

Contact Name P.J. Way
 Phone (800) 266-7845
 Email phillip.way@npc.edu

Bill To Name	Northland Pioneer College	Ship To Name	Northland Pioneer College
Bill To	1001 W Deuce of Clubs, Show Low, Arizona 85901 United States	Ship To	1001 W Deuce of Clubs Show Low, Arizona 85901 United States

Additional Information Turnaround time is ~4-6 weeks from receipt of PO

Product	Line Item Description	Sales Price	Quantity	Total Price
Anatomage Table Clinical	Clinical table w/full content	\$58,000.00	1.00	\$58,000.00
1st Year Warranty, Software Upgrade, Tech Support	Included w/Table	\$0.00	1.00	\$0.00
InVivo5 3D Imaging Software with Medical Design Studio	Included w/Table	\$0.00	1.00	\$0.00
On-site Training	Included w/ Table	\$0.00	1.00	\$0.00
Crate	wooden crate to ship Table	\$600.00	1.00	\$600.00
Multi Unit Discount	2 units	(\$2,500.00)	1.00	(\$2,500.00)
Total Price		\$56,100.00		
Shipping and Handling		\$895.00		
Grand Total		\$56,995.00		

Country of Origin: United States
 Place of Manufacture: San Jose, CA
 Price does not include taxes and duties, which must be paid by Consignee
 Quote is only valid in USD

Acceptance

Signature _____ Date _____

From: Heister, Renell
Sent: Tuesday, December 04, 2018 9:45 AM
To: Way, Phillip <phillip.way@npc.edu>
Subject: Sole Source Guidance from Dept. of Education on Anatomage - Monetary Post Award Action P031X150002

PJ – Below is my email to Don Crews asking if we could request proposals from anatomy visualization vendors other than Anatomage. He responded that we were to “proceed as the college proposed,” i.e. with Anatomage as our sole source since that is how we wrote the proposal.

Renell Heister
Project Director-Title III TALON Grant
Northland Pioneer College
(928) 536-6233
renell.heister@npc.edu

From: "Crews, Don" <Don.Crews@ed.gov>
Date: October 23, 2018 at 6:02:49 AM MST
To: "Heister, Renell" <Renell.Heister@npc.edu>
Cc: "Crews, Don" <Don.Crews@ed.gov>
Subject: Re: Question re: Monetary Post Award Action P031X150002

Good Morning Renell,

The supplements were approved as presented; please proceed as the college proposed.

Best,

Don Crews

Sent from my iPhone

-----Original Message-----

From: Heister, Renell
Sent: Tuesday, October 02, 2018 5:15 PM
To: don.crews@ed.gov
Subject: Question re: Monetary Post Award Action P031X150002

Dear Don - As I mentioned in my previous email, we are excited about the potential lab science opportunities this supplemental funding will provide to our remote students.

The team who worked on the proposal asked me to ask you if there is a possibility that we could look at other anatomy visualization product options? We wrote the proposal with Anatomage in mind, but want to ensure it's truly the best product to meet our and our students' needs. So they are wondering if we could research one or two other products (BodyViz, for example) before we

move forward in purchasing the Anatomage tables. In the limited time we had between receiving the supplemental funding opportunity and the proposal due date, we had enough time to thoroughly research only two products: Anatomage and Sectra.

If you were to give the green light on this and we found a product that better met our needs than Anatomage, I would communicate with you before moving forward with a purchase, and we would of course still follow our timeline and goals, as set forth in our proposal (attached). If we need to stick with Anatomage because that is the way we wrote the proposal, that's okay. Just let me know that.

Thank you,

Renell Heister
Project Director-Title III TALON Grant
Northland Pioneer College
(928) 536-6233
renell.heister@npc.edu

Certificate of Exclusive Distributionship

01/08/2014

This letter certifies that--


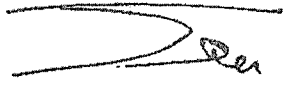
The **Anatomage Table**, interactive anatomy study table, is manufactured and distributed exclusively from Anatomage, Inc.

The **Anatomage Table Application**, installed on the Anatomage Table is distributed exclusively from Anatomage, Inc.

Anatomage is the sole and exclusive distributor in the United States of America.

Please feel free to contact us if you have any questions regarding this matter.

Sincerely,



Jack Choi
CEO
Anatomage, Inc.

408-885-1474
www.anatomage.com
info@anatomage.com

Request to Approve Multiyear EBSCO Contract

Recommendation:

Staff recommends approval to renew on ongoing contract with EBSCO, a company which provides academic library data bases to support instruction.

Summary:

This contract would allow the institution to lock in an annual rate. The multi-year agreement only includes an annual increase of 2.5% rather than the industry standard of 5%. The college will be billed annual installments for the next three years. 1st year \$20, 138, 2nd year \$20,743, 3rd year \$21,365 for a total of \$62,246



Product Order Form

CustID:	s8434783
OrderID:	WSR387823
Date:	11/09/2018

10 Estes Street
P.O. Box 682
Ipswich, MA 01938
USA
www.ebsco.com

(978) 356-6500
(800) 653-2726
Fax: (978) 356-5640
information@epnet.com

Purchasing Customer

NORTHLAND PIONEER COLLEGE
2251 E. NAVAJO BLVD
HOLBROOK, AZ, 86025
USA

Billing Address

NORTHLAND PIONEER COLLEGE
2251 E. NAVAJO BLVD
HOLBROOK, AZ, 86025
USA

Contact:

Stan Pirog
(928) 524-7323
stan.pirog@npc.edu

Your invoice will be sent to:

Stan Pirog
stan.pirog@npc.edu

Product Name	Begin Date	Expire Date	Price
EBSCO Package			\$62,246.00
Academic Search Complete	01/01/2019	12/31/2021	
CINAHL Complete	01/01/2019	12/31/2021	

Total: \$62,246.00

The above excludes all applicable tax

Currency: US Dollar

Price represented is the cash discounted price for payments received by check or electronic payment. If paying by a method other than check or electronic payment, please inquire for non cash discounted pricing. Payment due upon receipt of invoice. Interest of 1 percent per month charged for payment received later than 30 days after invoice date. eBooks and eAudiobooks ordered are non-returnable and non-refundable.

Terms and Conditions

Customer agrees to terms and conditions of the appropriate EBSCO License Agreement for usage of purchased access or subscription to electronic databases, econtent and services. If ordering ebooks or audiobooks, customer also agrees to the terms and conditions of the Library eContent Agreement. If ordering EIS Professional Services, customer also agrees to the Professional Services Engagement terms and conditions.

Order Comments:

To be billed in annual installments : 1.1.19 - \$20,138.00 1.1.20 - \$20,743.00 1.1.21 - \$21,365.00

Authorized Signature: _____

Date: _____

Print Name: _____

Title: _____

Please sign, scan and email this form to: ASHTON DAVIS at asdavis@ebsco.com

Thank you for your business!

If unable to scan, please fax to: 978 356-5640

REQUEST TO APPROVE 2019-20 BUDGET DEVELOPMENT ASSUMPTIONS AND GUIDELINES

Recommendation:

Staff recommends approval of the 2019-20 Budget Development Assumptions and Guidelines.

Summary:

Last month staff provided preliminary Budget Development Assumptions and Guidelines for the Fiscal Year Ending June 30, 2020.

Staff will provide additional information related to revenues and expenditures. Staff will seek Board input and guidance to assist in the ongoing budget development process.

STRATEGIC PLANNING AND BUDGET DEVELOPMENT CALENDAR

FISCAL YEAR 2019 – 2020

APPROVED / * DATES REVISED

ACTIVITY	RESOURCE	DUE BY
1. Receive & approve calendar	DGB	✓18 September
2. Receive draft strategic plan	DGB	✓20 November
3. Approve strategic plan	DGB	✓18 December
4. Develop operational plans	SPASC	✓18 December*
5. Executive team receives operational plans	SPASC	✓18 December*
6. Receive and approve budget assumptions & overview	DGB	✓18 December
7. Review current strategic plan/budget at convocation	SPASC	7 January 2019
8. Solicit input for upcoming strategic plan at convocation	SPASC	7 January
9. Distribute budget materials for operational & capital	Bus Ofc	8 January
10. Financial Services receives budget requests	Department Managers	4 February
11. Executive team, faculty, CASO meet on wages & salary	Ex Tm FA CASO	28 February
12. Review of operational & capital plans/budget requests	Executive Team	12 February
13. Receive introductory budget analysis	DGB	19 February
14. Receive tuition and fee schedules	DGB	19 February
15. President receives wage & salary recommendation	FA CASO	1 March
16. Budget hearings	SPASC	5 March
17. Receive preliminary budget analysis	DGB	19 March
18. Receive operational plans	DGB	19 March
19. Receive wage and salary recommendation	DGB	19 March
20. Approve tuition and fee schedules	DGB	19 March
21. Approve salary schedules	DGB	16 April
22. Receive complete budget analysis	DGB	16 April
23. Adopt tentative budgets & approve publication	DGB	16 April
24. Publish notice of budget public hearing/TNT hearing	CBO	26 April
25. Develop priorities for upcoming strategic plan	DGB	29 April
26. Publish notice of TNT hearing (2)	CBO	2 May
27. Publish notice of budget public hearing (2)/TNT hearing (3)	CBO	9 May
28. Conduct taxpayer public hearings	DGB	21 May
29. Adopt property tax levy and final budgets	DGB	21 May
30. Notify PTOC of primary property tax levy	CBO	24 May
31. Submit tax levy to Navajo County	CBO	24 May
32. Develop upcoming strategic plan draft	SPASC	31 July
33. Present strategic plan report & new draft at convocation	SPASC	12 August
34. Receive input for future strategic plans at convocation	SPASC	12 August
35. Receive annual report on strategic planning	DGB	20 August 2019

Northland Pioneer College
Preliminary Budget Development Assumptions
FY 2019-20

GENERAL ASSUMPTIONS

- Budget Development Calendar will be followed.
- Introductory budget analysis for DGB in February will be prior to budget hearings and will be limited to an overview of expenditure and revenue trends.
- Preliminary budget analysis for DGB in March will include a detailed examination of budget planning.
- Statutory Expenditure Limit will be breached; carry-forward is available to address short-term issues and expenditures are continuously reviewed to assess the impact on the expenditure limit.

REVENUE ASSUMPTIONS

- Overall revenues are expected to decrease compared to current fiscal year.
- State funding is expected to increase slightly compared to current fiscal year.
- Tuition revenues will show a slight decrease based on enrollment levels. The FY1920 rate will increase \$3 to \$77 per credit hour. The District Governing Board previously adopted a three-year tuition plan in FY1718 that ends with FY1920; a new three-year tuition plan will be developed next year. Tuition and general fees are set at a rate that:
 - (A) gives consideration to the impact on students, student enrollment, and student retention rates,
 - (B) increases incrementally, and
 - (C) is competitive in our market by maintaining a comparative position to the average overall tuition and general fees at other Arizona community colleges.
- Course fees will be set at a rate calculated to offset expendable supplies and equipment.
- Primary property tax will be levied at the maximum rate, which is two percent higher than current year tax plus new construction. Setting the tax levy at the maximum will require a truth-in-taxation hearing.
- Other revenues will be estimated based on historical information and emerging trends.

EXPENDITURE ASSUMPTIONS

- Overall general fund expenditures will match revenues.
- Items in budget requests will be linked to the current **NPC Strategic Plan** through operational plans developed at the division or departmental level. Any budget amounts that are higher than current budget **or** actual historical spending will require **justification and will be reviewed during the budget hearing process.**
- Budget requests from Department Managers for operational and capital expenditures will be completed by **Monday, February 4, 2019.**

- SALARY SCHEDULES will be developed with:
 - (A) consideration to increasing rates balanced with available funds and impact to expenditure limit,
 - (B) consideration to competitive market conditions with the goal to maintain a comparative position to the average increases/rates at other local public entities, other Arizona community colleges, and other similar institutions, and
 - (C) consideration to salary recommendations received through the shared governance process.
- BENEFITS will be developed with:
 - (A) consideration on impacts from third-party partnerships including:
 - (1) Employee benefit trust for medical insurance, and
 - (2) Arizona State Retirement System for retirement contributions.
- Education partner relationships will be maintained with:
 - (A) Apache County,
 - (B) NAVIT,
 - (C) Dual enrollment, and
 - (D) others.
- OPERATING budget will be developed annually; developing a three-year budget is in progress.
- CAPITAL budget requests will be developed for a three-year period (FY1920, FY2021 and FY2122).
- GRANT funding will continue to be identified and pursued.
- AUXILIARY fund activities will be maintained.

**Northland Pioneer College
Budget Development Guidelines
FY 2018-19**

Budget Categories & Targets:

Revenues	<ul style="list-style-type: none"> • Budget will be prepared by the CBO and staff
Salaries/Wages & Benefits	<ul style="list-style-type: none"> • Budget will be prepared by the CBO and staff except for the following wages that budget managers will <u>include in their budget requests:</u> <ul style="list-style-type: none"> ○ Adjunct faculty ○ Faculty overload ○ Temporary employee ○ Lab aid ○ Substitute faculty
Operating Expenditures	<ul style="list-style-type: none"> • Expected to remain level or decrease compared to historical spending. • Budget requests should reflect only those items identified in division or departmental operational plans. • Any new programs/services must demonstrate linkage to the adopted strategic plan.
Capital Expenditures	<ul style="list-style-type: none"> • All requests for funding will be linked to revenues from the operational budget, grant funds, or reserved funds. • Minimal state funding for STEM is expected to continue.

NPC 2018-2019 Strategic Priorities and Responsibility Assignments

NPC’s 2018-2019 Strategic Priorities focus on two areas: (1) Preparing for the Higher Learning Commission (HLC) Accreditation (2) Improving Students’ NPC Experiences.

Under **Priority # 1 Preparing for HLC Accreditation**, the college will accomplish two major goals:

- Complete NPC’s Arguments for HLC Assurance System (Overall Responsibility: Judy Yip-Reyes as coordinator)
- Implement an NPC-wide HLC awareness and preparation communication plan to more fully prepare for HLC November 2019 onsite visit (Overall Responsibility: SPASC, Operations, Marketing, President’s Office)

Under **Priority #2 Improving Student Experiences**, NPC will implement a number of strategic initiatives in the following major areas:

Major Areas and Strategic Initiatives	Overall Responsibility Assigned to	Relevance to Improving Student Experiences
Enrollment Management		
1. Implement an NPC-wide student non-emergency texting system that allows multiple NPC offices to text students without duplication of non-instructional messages	Ann Hess	Improve NPC’s connection with students
2. Pursue internal consortium agreements with local school districts, and other potential partners, to optimize utilizing newly-adopted classroom technology	Rickey Jackson	Expand students’ access to college education
3. Implement support service and instructional design elements of American Association of Community Colleges (AACC) guided pathways model that apply to the college	Rickey Jackson	Improve students’ learning experiences via achieving educational goals sooner and using measurable learning outcomes
4. Improve financial aid packaging system and realign financial aid disbursement schedule to assure students are prepared to start each semester with what they need to be successful (e.g., books, transportation, housing)	Jeremey Raisor	Improve students’ experiences in obtaining financial aid
5. Fully implement a web-based registration, payment, and support service delivery system to allow for expansion into online, hybrid, and telepresence course delivery	Amber Hill, with assistance from Jeremy Raisor and Josh Rogers	Improve students’ registration and payment experiences

Major Areas and Strategic Initiatives	Overall Responsibility Assigned to	Relevance to Improving Student Experiences
Communication		
6.Improve internal communication by addressing communication challenges	Employee Relations Committee	Provide staff with up-to-date knowledge to more efficiently and effectively assist students
7.Improve external communication by hiring a part-time social media specialist to take charge of NPC’s social media, post consistently on outlets (e.g., Facebook and Instagram), and produce short videos and photos about students, program, and events	Ann Hess	Improve prospective and current students’ impression of college; help students connect with the college digitally
Staff Training		
8.Improve knowledge and skill level of all college employees, leading to a greater measure of self-sufficiency, and reducing Information Services (IS) training workload in the long term. This is achieved by hiring a part-time Human Resource training coordinator who will create customized training modules in areas, such as compliance and E-sign	Chris Roediger	Enable staff to have up-to-date knowledge to more efficiently and effectively assist students

Arizona Community Colleges

	FY 2017 ACTUAL	FY 2018 ESTIMATE	FY 2019 APPROVED
SPECIAL LINE ITEMS			
Operating State Aid			
Cochise	4,670,000	4,589,600	4,677,300
Coconino	1,756,400	1,731,100	1,749,200
Gila	315,200	298,400	324,900
Graham	2,249,700	2,288,300	2,357,900
Mohave	1,315,000	1,195,500	1,152,700
Navajo	1,606,000	1,649,000	1,576,500
Pinal	1,724,700	1,621,400	1,507,800
Santa Cruz	81,200	96,800	84,100
Yavapai	800,200	639,400	589,900
Yuma/La Paz	2,690,100	2,622,100	2,613,500
<i>Subtotal - Operating State Aid</i>	17,208,500	16,731,600	16,633,800
STEM and Workforce Programs State Aid			
Cochise	1,008,200	986,400	1,010,800
Coconino	418,000	409,000	415,600
Gila	142,500	136,500	146,200
Graham	595,200	609,000	634,400
Mohave	505,200	462,500	446,900
Navajo	353,700	369,100	342,600
Pinal	96,500	96,500	96,500
Santa Cruz	61,400	67,000	62,400
Yavapai	774,400	717,000	699,000
Yuma/La Paz	864,000	845,500	843,100
<i>Subtotal - STEM and Workforce Programs State Aid</i>	4,819,100	4,698,500	4,697,500
Equalization Aid			
Cochise	4,878,400	5,210,200	5,848,200
Graham	14,695,800	15,028,600	15,717,800
Navajo	6,081,500	6,672,100	7,107,100
<i>Subtotal - Equalization Aid</i>	25,655,700	26,910,900	28,673,100
Rural County Allocation	2,730,600	2,596,700	2,902,300 ^{1/}
Rural County Reimbursement Subsidy	1,273,800	1,273,800	1,273,800 ^{2/}
Tribal Community Colleges	2,625,000	2,625,000	2,825,000 ^{3/}
Additional Gila Workforce Development Aid	0	250,000	200,000
AGENCY TOTAL	54,312,700	55,086,500	57,205,500^{4/}

FUND SOURCES

General Fund	54,312,700	55,086,500	57,205,500
SUBTOTAL - Appropriated Funds	54,312,700	55,086,500	57,205,500
Other Non-Appropriated Funds	18,869,500	19,674,400	19,674,400
TOTAL - ALL SOURCES	73,182,200	74,760,900	76,879,900

AGENCY DESCRIPTION — The Arizona community college system is comprised of 10 college districts and 2 provisional districts. Arizona's community colleges provide programs and training in the arts, sciences and humanities, and vocational education leading to an Associate's degree, Certificate of Completion, or transfer to a Baccalaureate degree-granting college or university.

Operating State Aid

The budget includes \$16,633,800 from the General Fund in FY 2019 for Operating State Aid. FY 2019 adjustments are as follows:

Enrollment Changes

The budget includes a decrease of \$(97,800) from the General Fund in FY 2019 to fund the statutory formula for Operating State Aid.

This amount funds statutory formula costs for a (127), or (0.4)% decrease in Full Time Student Equivalent (FTSE) students in rural community colleges (see Table 1). The (127) net FTSE decrease consists of a (213) FTSE decrease in non-dual enrollment students and an 86 FTSE increase in dual enrollment students. A.R.S. § 15-1466.01 requires dual enrollment students be funded at 50% for state aid purposes. Dual enrollment refers to high school students who are enrolled in community college courses for both high school and community college credit.

As permanent law, the FY 2016 Higher Education Budget Reconciliation Bill (BRB) (Laws 2015, Chapter 16) eliminated Operating State Aid for Maricopa and Pima. The FY 2018 Higher Education BRB (Laws 2017, Chapter 310), however, restored Maricopa and Pima County's eligibility for Operating State Aid in permanent law. A session law provision, however, suspended the formula for FY 2018. Maricopa and Pima County received no Operating State Aid in FY 2018. The FY 2019 Higher Education BRB (Laws 2018, Chapter 281) continues to suspend Maricopa and Pima funding in FY 2019.

The full formula funding for Maricopa and Pima County cannot be calculated for FY 2019. The Operating State Aid formula adjusts the prior year's appropriation based on the changes in FSTE enrollment count. Maricopa and Pima County have not received Operating State Aid since FY 2015.

Background – With the exception of Maricopa and Pima, the Operating State Aid line items provide each community college district with funds for continuing operating and maintenance expenses pursuant to A.R.S. § 15-1466. The Operating State Aid formula adjusts state

- 1/ A.R.S. § 15-1469.01 provides that the General Fund will pay the initial cost of students attending community colleges who are from counties that are not part of an established community college district, and then the state will withhold these counties' sales tax revenues to offset that cost. In FY 2019, that amount is estimated to be \$2,902,300. Because this appropriation is in permanent statute, it is not included in the General Appropriation Act.
- 2/ Of the \$1,273,800 appropriated to the Rural County Reimbursement Subsidy line item, Apache County receives \$699,300 and Greenlee County receives \$574,500. (General Appropriation Act footnote)
- 3/ A.R.S. § 42-5031.01 directs the State Treasurer to annually transmit to the tribal colleges 10% of Transaction Privilege Tax (TPT) revenues collected from sources located on the reservation, or \$1,750,000, whichever is less, as well as 5% of TPT revenues collected on the reservation, or \$875,000, whichever is less, to a technical college on the same reservation. Because this appropriation is in permanent statute, it is not included in the General Appropriation Act.
- 4/ General Appropriation Act funds are appropriated as District-by-District Special Line Items.

Table 1

Community College Enrollment

District	FY 2016 FTSE	FY 2017 FTSE	Percentage Change
Cochise	6,195	6,353	2.6%
Coconino	2,007	2,048	2.0%
Gila	667	735	10.2%
Graham	2,951	3,075	4.2 %
Mohave	2,347	2,270	(3.3)%
Navajo	1,940	1,827	(5.8) %
Pinal	3,900	3,688	(5.4)%
Santa Cruz	319	298	(6.6) %
Yavapai	3,585	3,498	(2.4)%
Yuma/La Paz	<u>5,313</u>	<u>5,305</u>	<u>(0.2)%</u>
Total	29,224	29,097	(0.4)%

aid in an amount that reflects changes in the FTSE enrollment count. This enrollment adjustment is calculated by multiplying the change in the most recent year's actual FTSE for each district by the average state aid per FTSE appropriated in the current fiscal year. (For FY 2019, the last actual FTSE data was from FY 2017.)

STEM and Workforce Programs State Aid

The budget includes \$4,697,500 from the General Fund in FY 2019 for Science, Technology, Engineering and Mathematics (STEM) and Workforce Programs State Aid (formerly Capital Outlay State Aid). FY 2019 adjustments are as follows:

Enrollment Changes

The budget includes a decrease of \$(1,000) from the General Fund in FY 2018 to fund reduced formula costs for STEM and Workforce Programs State Aid.

As permanent law, the FY 2016 Higher Education BRB eliminated STEM and Workforce Program State Aid for Maricopa and Pima County. The FY 2018 Higher Education BRB (Laws 2017, Chapter 310) restored eligibility for STEM and Workforce Programs State Aid funding for Maricopa and Pima County in permanent law. As session law, however, the FY 2018 Higher Education BRB suspended the program's funding formula for FY 2018 and instead funded the amounts specified in the General Appropriation Act.

The FY 2019 Higher Education BRB continues to fully fund the STEM and Workforce Program State Aid formula for all rural districts except for Pinal, which has been kept flat at \$96,500. If Pinal was fully funded, it would cost an additional \$672,600. If the formula were fully funded, Maricopa would receive \$11,149,000 and Pima would receive \$2,350,200 in FY 2019.

Background – The STEM and Workforce Programs State Aid line items provide the community college districts with funds for partnerships, faculty, technology equipment, student services, facilities, and property needs pursuant to A.R.S. § 15-1464.

The STEM and Workforce Programs State Aid formula provides per capita funding to districts based on the district's size and the most recent year's actual audited FTSE. The statutory formula provides \$210 per FTSE for districts with 5,000 or less FTSE or \$160 per FTSE for districts with greater than 5,000 FTSE.

Equalization Aid

The budget includes \$28,673,100 from the General Fund in FY 2019 for Equalization Aid. FY 2019 adjustments are as follows:

Property Value Changes

The budget includes an increase of \$1,762,200 from the General Fund in FY 2019 to reflect increased formula costs for funding Equalization Aid due to assessed valuation changes. Detail of specific district changes is shown in *Table 2*.

Table 2
FY 2019 Equalization Funding Changes

District	FY 2018	Year-over-Year Change	FY 2019
Cochise	\$ 5,210,200	\$ 638,000	\$ 5,848,200
Graham	15,028,600	689,200	15,717,800
Navajo	6,672,100	435,000	7,107,100
Total	\$26,910,900	\$1,762,200	\$28,673,100

Background – The Equalization Aid line items provide additional state aid to community college districts with property tax bases that are less than the minimum assessed value specified in A.R.S. § 15-1402. Under the Equalization Aid formula, the minimum assessed valuation is revised by the average change in actual assessed valuation for the most recent year for all rural districts with populations of less than 500,000 persons. For the FY 2019 Equalization Aid formula calculation, the minimum assessed valuation increased 3.9% to \$1.34 billion. (See *Table 3* for the calculation of the growth rate.)

Table 3

Equalization Growth Factor for Tax Years (TY) 2016-2017

District	TY 2016 Primary AV	TY 2017 Primary AV	TY 2016-2017 % Growth
Cochise*	\$ 909,774,000	\$ 913,002,900	0.4%
Graham*	193,098,400	192,589,700	(0.3)%
Navajo*	803,062,500	821,107,800	2.2%
Coconino	1,569,812,800	1,648,531,000	5.0%
Mohave	1,696,200,000	1,739,751,600	2.6%
Pinal	2,119,750,900	2,239,027,300	5.6%
Yavapai	2,344,409,900	2,463,150,000	5.1%
Yuma/LaPaz	1,316,941,500	1,358,691,500	3.2%
Total	\$10,953,050,000	\$11,375,851,800	3.9%
Minimum AV	\$1,290,079,600	\$1,339,876,700	3.9%

* These districts qualify to receive Equalization Aid under the state funding formula.

Equalization Aid is paid based on the difference between the minimum assessed valuation and the most recent actual assessed valuation for the district. Equalization Aid is calculated at the lesser of \$1.37 per \$100 of the district's assessed valuation or the district's levy rate.

As noted in *Table 3*, the average rural district assessed value increased by 3.9%, in TY 2017. In comparison, Cochise increased by 0.4%, Graham declined by (0.3)%, and Navajo increased by 2.2%. Because their primary assessed value increased by less than the average rural district, Cochise, Graham, and Navajo qualify for more aid.

In any one year a district's equalization assistance will depend on 1) whether the district falls below the minimum threshold (\$1.34 billion in FY 2019), 2) whether the district's change in assessed value was less than the rural districts' average, and 3) the applicable tax rate.

Rural County Allocation

The budget includes \$2,902,300 from the General Fund in FY 2019 for Rural County Allocation. FY 2019 adjustments are as follows:

Enrollment Increase

The budget includes an increase of \$305,600 from the General Fund in FY 2019 to fund increased student enrollment.

Background – The Rural County Allocation line item facilitates payment to community college districts for students enrolled from counties that are not a part of an established community college district. If a county is not part of a community college district, it is responsible for the cost of their students attending community college in

another county. A.R.S. § 15-1469.01 provides that the General Fund will pay the initial cost for these counties and then the state will withhold these counties' sales tax revenues to offset that cost; therefore, there is no net General Fund impact. The payments made on behalf of the counties are not included in county expenditure limits established in the Arizona Constitution. The county payments are partially offset by a state subsidy. (See next line item.)

Each year, the amount is determined by enrollment counts submitted to the JLBC Staff. The JLBC Staff is required by A.R.S. § 15-1469D to report the county withholdings to the Treasurer by May 15 for the upcoming fiscal year. In May 2018, the JLBC Staff reported the amount to be \$2,902,300 for FY 2019.

Monies for the Rural County Allocation are authorized by A.R.S. § 15-1469.01, and therefore do not appear in the General Appropriation Act.

Rural County Reimbursement Subsidy

The budget includes \$1,273,800 from the General Fund in FY 2019 for Rural County Reimbursement Subsidy. This amount is unchanged from FY 2018.

This funding partially offsets the cost to counties that are not part of an established community college district. The funding is appropriated to Apache and Greenlee Counties. The budget allocates \$699,300 to Apache and \$574,500 to Greenlee.

Tribal Community Colleges

The budget includes \$2,825,000 from the General Fund in FY 2019 for Tribal Community Colleges. FY 2019 adjustments are as follows:

Tohono O'Odham Funding

The budget includes an increase of \$200,000 from the General Fund in FY 2019 for Tohono O'Odham Community College.

Background – A.R.S. § 42-5031.01 allows any qualifying tribal community college to receive \$1,750,000, or 10% of the Transaction Privilege Tax (TPT) revenues collected from all sources located on the reservation, whichever is less. These monies provide tribal community colleges with funding for maintenance, renewal, and capital expenses. A.R.S. § 42-5031.01 also allows any additional technical college located on the same reservation to receive \$875,000, or 5% of the TPT revenues collected from sources located on the reservation, whichever is less. Actual amounts for FY 2019 will depend on FY 2019

collections. Given the language of A.R.S. § 42-5031.01, these monies do not appear in the General Appropriation Act.

This funding is limited to tribes that enter into a compact with the Executive. The FY 2016 Higher Education BRB extended the deadline for tribes to enter into a compact from September 1, 2012 to September 1, 2017. Diné College and Navajo Technical College on the Navajo Nation already qualify for the funding. Tohono O'Odham entered into a compact with the Executive in 2017, so now also qualifies.

Laws 2016, Chapter 148 increased the term of an initial compact from 10 to 20 years and changed the time of a JLBC review required for a compact renewal from the last year of the term to the fourth year prior to the expiration of the term. The Navajo Nation compact is set to expire in 2020. If the Navajo Nation enters into a new 20-year compact with the Executive, the next JLBC review would be in 2036.

The budget assumes that \$1,750,000 will be distributed to Diné College and \$875,000 will be distributed to Navajo Technical College in FY 2019. These amounts represent 10% and 5%, up to \$1,750,000 and \$875,000, respectively, of the estimated TPT revenues to be collected in the Navajo reservation in FY 2019. The budget also assumes that \$200,000 will be distributed to Tohono O'Odham Community College.

Additional Gila Workforce Development Aid

The budget includes \$200,000 for Additional Gila Workforce Development Aid in FY 2019. FY 2019 adjustments are as follows:

Remove One-Time Funding

The budget includes a decrease of \$(50,000) from the General Fund in FY 2019 for Gila County.

Background – As a provisional community college district, Gila County is not eligible for a \$200,000 annual Workforce Development allocation from Proposition 301 monies (see A.R.S. § 42-5029). The FY 2018 budget provided General Fund money for this purpose. Of the \$250,000, \$50,000 was labeled as one-time. The FY 2018 budget's 3-year spending plan included \$200,000 for Gila County in FY 2019 and FY 2020.

Table 4

Total Estimated Community College Revenues – FY 2018

District	State Aid	Tuition/Fees	Property Taxes	Grants	Other ^{1/}	FY 2018 Total ^{2/}	FY 2017 Total ^{3/}	% Change from FY 2017
Cochise	\$10,786,200	\$8,821,400	\$21,670,100	\$13,683,000	\$1,162,900	\$56,123,600	\$51,698,500	8.6%
Coconino	2,140,100	7,988,800	10,124,300	6,713,800	1,001,300	27,968,300	25,636,800	9.1%
Gila ^{4/}	434,900	-	4,511,900	130,000	375,000	5,451,800	5,353,500	1.8%
Graham	17,925,900	8,249,600	6,044,000	9,391,000	9,835,500	51,446,000	45,581,800	12.9%
Maricopa	-	254,264,900	539,211,600	229,517,300	28,444,600	1,051,438,400	999,793,000	5.2%
Mohave	1,658,000	7,958,300	23,364,900	8,314,300	845,000	42,140,500	41,554,300	1.4%
Navajo	8,690,200	4,800,000	14,835,000	6,030,900	2,559,100	36,915,200	35,504,600	4.0%
Pima	-	48,178,000	112,161,200	52,684,000	5,308,800	218,332,000	198,668,400	9.9%
Pinal	1,717,900	13,545,000	56,937,000	25,700,000	1,780,000	99,679,900	91,367,300	9.1%
Santa Cruz ^{4/}	163,800	900	1,583,000	24,900	17,500	1,790,100	1,812,300	(1.2)%
Yavapai	1,356,400	10,746,500	48,614,300	13,098,500	4,185,800	78,001,500	76,388,600	2.1%
Yuma/La Paz	<u>3,467,600</u>	<u>14,062,900</u>	<u>35,611,800</u>	<u>19,154,500</u>	<u>5,567,200</u>	<u>77,864,000</u>	<u>79,787,000</u>	<u>(2.4)%</u>
Total	\$48,341,000	\$378,616,300	\$874,669,100	\$384,442,200	\$61,082,700	\$1,747,151,300	\$1,653,146,100	5.7%

1/ Includes auxiliary programs, interest income, workforce development funds, and transfers.

2/ Total revenues do not include bond proceeds or district fund balances. Including these amounts total revenues are estimated to be \$2,150,583,100 for FY 2018.

3/ Total revenues do not include bond proceeds or district fund balances. Including these amounts total revenues are \$1,729,783,600 for FY 2017.

4/ Gila Provisional Community College contracts with Graham County's Eastern Arizona College in order to provide degree programs. Therefore, Gila's tuition and fee revenues are collected by Graham according to their contract agreement. Santa Cruz Provisional Community College contracts with Cochise County's Community College in order to provide degree programs. Therefore, Santa Cruz's tuition and fee revenues are collected by Cochise according to their contract agreement.

Other Issues

Long-Term Budget Impacts

As part of the budget's 3-year spending plan, the Arizona Community College General Fund costs are projected to increase by \$1,084,500 in FY 2020 above FY 2019 and \$1,248,500 in FY 2021 above FY 2020.

These estimates assume:

- Flat enrollment growth (so no change in costs for Operating State Aid or STEM and Workforce Programs State Aid for FY 2019 and FY 2020).
- No funding changes for Operating State Aid or STEM and Workforce Programs State Aid for Maricopa and Pima County.
- Gila Community College Workforce Development aid remains at \$200,000 for FY 2020 and FY 2021.
- An increase of \$1,084,500 for Equalization Aid in FY 2020 and \$1,248,500 in FY 2021. These estimates assume Net Assessed Value (NAV) growth of -1.5% in FY 2019 and 2.0% growth in FY 2020 for counties overall, but a (0.5)% NAV decline in both years for the 3 counties that receive Equalization Aid based on past trends. This would cause NAV in those 3 districts to grow farther from the statewide NAV average for rural counties in both years, entitling them to more Equalization Aid in both years.

Additional Legislation

Course Prerequisite Ban

As permanent law, the FY 2019 Higher Education BRB prohibits community colleges from requiring a student to be a member of a labor organization or participating in an industry apprenticeship program as a prerequisite for course enrollment.

Community College Revenue Sources

In addition to state General Fund monies, Arizona's community colleges receive revenues from a number of other sources, including student tuition and fees, local property taxes, grants, and other monies generated by the colleges. Of the total, the community colleges receive 2.8% of their revenues (excluding bond proceeds) from state aid.

For FY 2018, base operating revenues from all sources are estimated to be \$1,747,151,300, which would be an increase of 5.7% from FY 2017. (See Table 4 for a summary of FY 2018 total revenue estimates.)

Property taxes are the single largest revenue source for the community colleges, accounting for 50.1% of their revenues. There are 2 types of property taxes: primary and secondary. For the community colleges, primary property taxes are levied for operating purposes and secondary property taxes are levied to pay for capital

outlay expenses. Both taxes are levied on limited property values. Each community college district determines its primary and secondary property tax rates. (See Table 5 for a summary of FY 2018 property tax rates.)

Table 5
Community College Tax Rates – FY 2018

District	Primary Rate	Secondary Rate	Combined Rate	% Change in Combined Rate from FY 2017
Cochise	\$2.37	\$0.00	\$2.37	3.8 %
Coconino	0.48	0.13	0.61	(1.2) %
Gila	0.94	0.00	0.94	7.2 %
Graham	3.14	0.00	3.14	2.0 %
Maricopa	1.20	0.21	1.41	(3.8) %
Mohave	1.34	0.00	1.34	1.1 %
Navajo	1.81	0.00	1.81	1.0 %
Pima	1.39	0.00	1.39	1.1 %
Pinal	2.23	0.31	2.54	(3.2) %
Santa Cruz	0.50	0.00	0.50	(0.6) %
Yavapai	1.78	0.20	1.98	(3.6) %
Yuma/La Paz	2.26	0.23	2.49	(5.3) %

In 2012, Proposition 117 capped annual property value increases on any single parcel of real property to 5% starting in FY 2016 (see the FY 2017 Appropriations Report for more information). The existing 2% “levy limit” remains in place. Under A.R.S. § 42-17051, community colleges are allowed to collect 2% more in property tax revenues annually, not including revenue from new construction.

Any increase over 2% requires voter approval, unless the district has foregone increases in prior years and consolidates those increases into a single year.

As permanent law, the FY 2019 Higher Education BRB allows Coconino County to increase its primary property tax levy, subject to approval by voters.

The community colleges also collect tuition and fees from enrolled students. These collections account for approximately 21.7% of total revenues. Tuition and fees are assessed on a per credit hour basis. FY 2018 weighted average tuition (weighted for each district’s proportion of the statewide FTSE count) is \$2,547 if a full-time student attends for 30 hours a year. The FY 2018 amount represents an increase of 0.1% from FY 2017. (See Table 6 for FY 2018 resident tuition and fee rates.)

Community colleges also receive grants and “other” revenue from a variety of sources. Combined, they account for approximately 25.5% of community college revenues. Grants traditionally come from the federal government, including: the U.S. Department of Education, Small Business Administration, National Science

Table 6
Community College Resident Tuition and Fees – FY 2018

District	Cost Per Credit Hour	Annual Cost ^{1/}	% Change from FY 2017
Cochise	\$82	\$2,460	3.8%
Coconino	105	3,150	2.9%
Gila	85	2,550	6.3%
Graham	85	2,550	6.3%
Maricopa	86	2,580	0.0%
Mohave	81	2,430	(8.0)%
Navajo	72	2,160	2.9%
Pima	82	2,445	(4.1)%
Pinal	86	2,580	2.4%
Santa Cruz	82	2,445	3.2%
Yavapai	83	2,490	5.1%
Yuma/La Paz	82	2,460	2.5%
Weighted Average	\$85	\$2,547	0.1%

^{1/} Annual cost is for 30 hours a year, or 15 hours per semester.

Foundation, and Health and Human Services. Revenue listed in the “other” category includes auxiliary programs, interest incomes, workforce development funds, and transfers.

Total Community College Expenditures

Table 7 shows total budgeted FY 2018 community college expenditures. In FY 2018, total budgeted expenditures are \$2,150,583,100. As mentioned previously, base operating revenues for FY 2018 are \$1,747,151,300; however, this figure does not include allocated fund balances or bond proceeds. Including these amounts, total available revenues are \$2,150,583,100. Of the total \$2,150,583,100 in budgeted expenditures, \$1,615,236,000, or 75%, of these expenditures are from the community colleges’ General and Restricted Funds. This includes about \$494,087,200, or 23%, for instruction and \$274,939,500, or 13%, for administrative support.

Expenditures for auxiliary enterprises, including revenue generating retail and business services such as parking lots, book stores, and food service, are \$163,549,200, or 8% of the total. Plant Fund expenditures, which generally include capital costs, are \$180,772,300, or 8% of the total. The remaining \$191,025,500 is for debt service.

Community College Expenditure Limitation - Laws 2016, Chapter 58 modified the method for calculating community college expenditure limits, excludes certain types of expenditures from counting against the limit, and allows for an adjustment to the base expenditure limit. (See FY 2018 Appropriations Report for more information.)

Table 7**Community Colleges - FY 2018 Budgeted Expenditures**

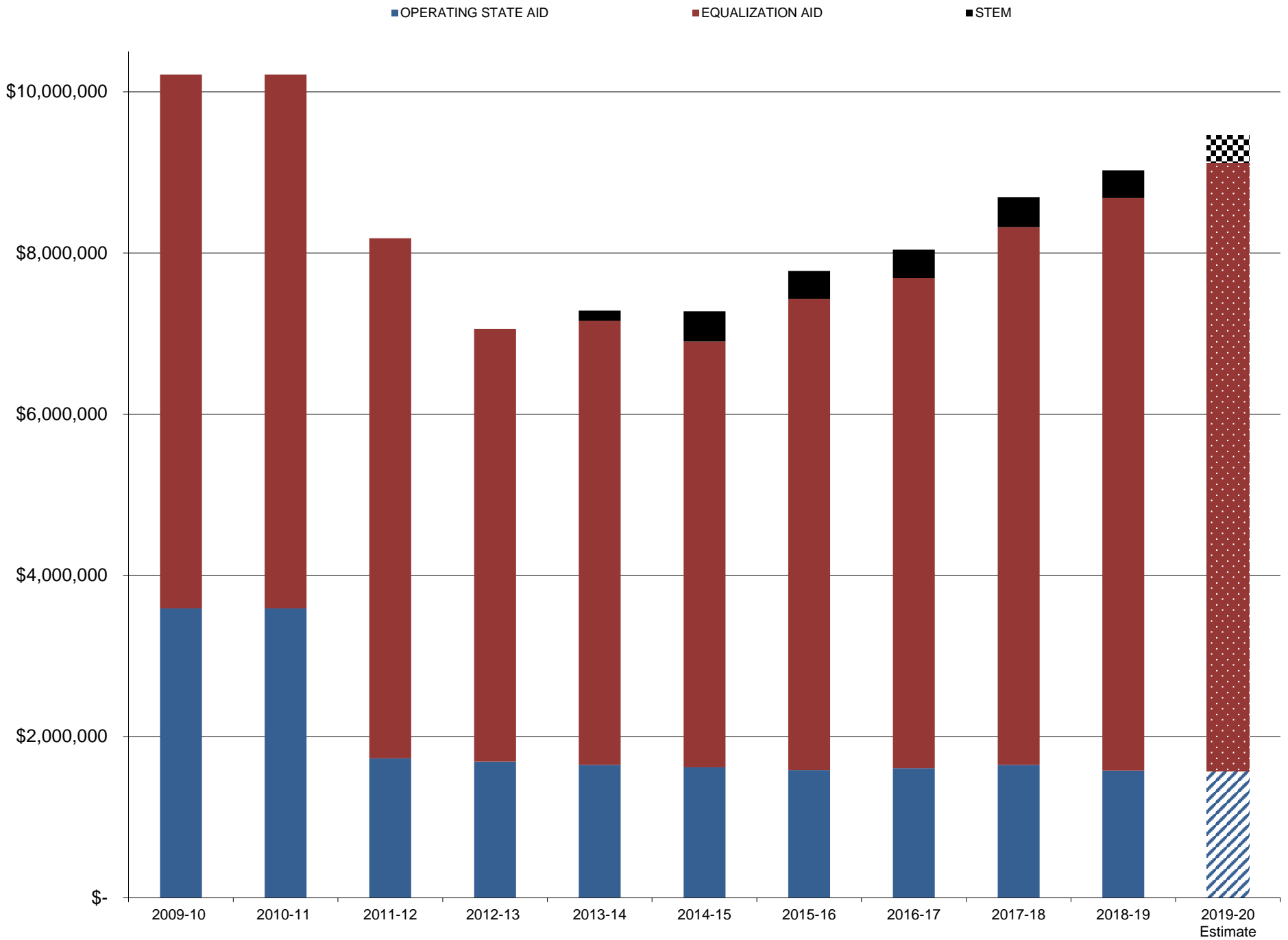
<u>General/Restricted Funds</u>	<u>Total</u>	<u>% of Total</u>
Instruction	\$494,087,200	23%
Public Service	38,479,400	2%
Academic Support	160,128,500	7%
Student Services	166,531,600	8%
Institutional Support	274,939,500	13%
Operation & Maintenance	111,693,300	5%
Scholarships/Grants	283,966,300	13%
Contingency	<u>85,410,300</u>	<u>4%</u>
Subtotal	\$1,615,236,100	75%
Auxiliary Enterprises Fund	\$ 163,549,200	8%
Plant Fund	180,772,300	8%
Debt Service	<u>191,025,500</u>	<u>9%</u>
Total	\$2,150,583,100	100%

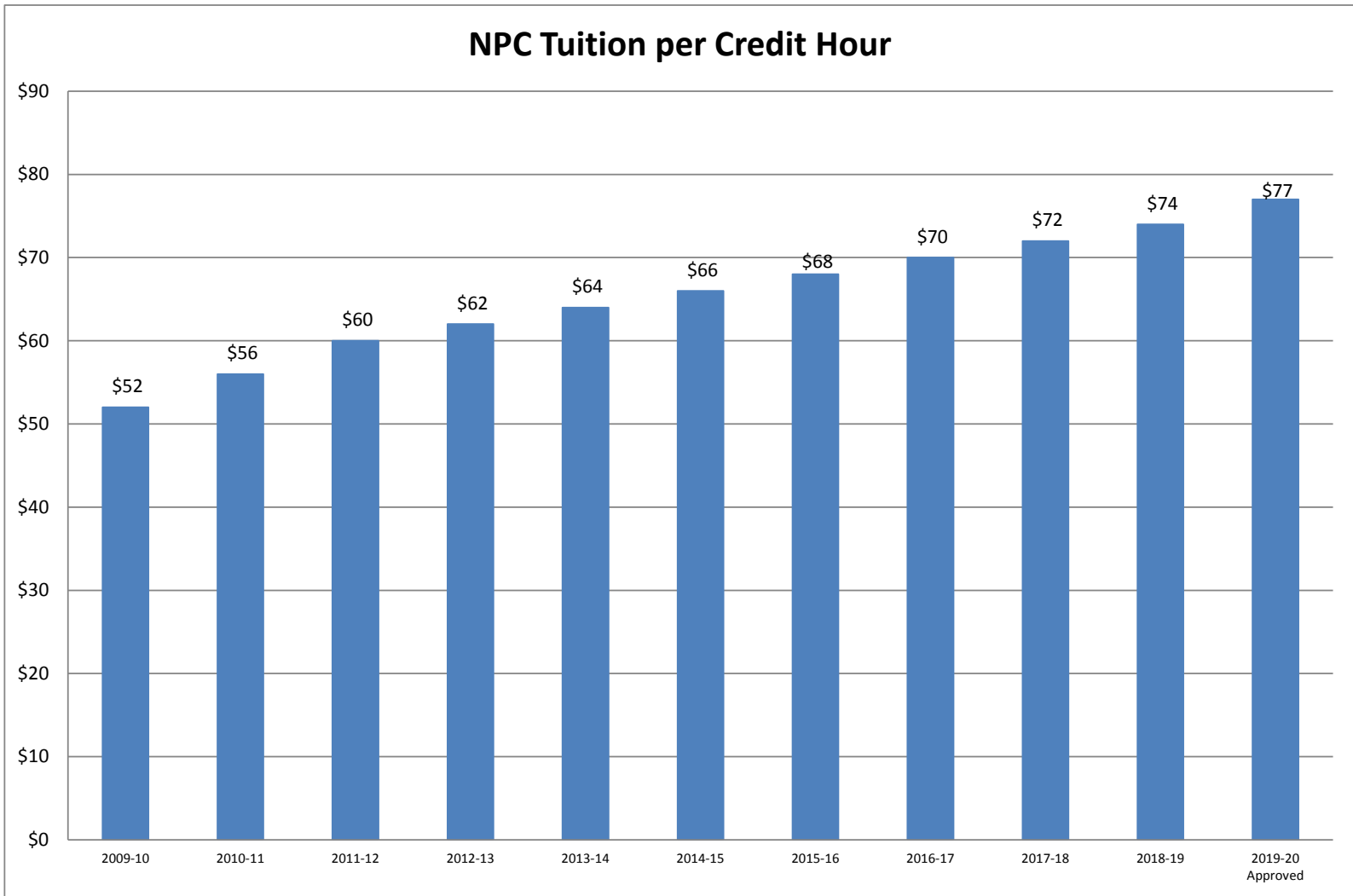
Community College Tuition Financing Districts

Laws 2015, Chapter 306 renamed provisional community college districts established after December 31, 2014, to *community college tuition financing districts* and specified that the county board of supervisors will serve as the governing board to any community college tuition financing district. Gila and Santa Cruz are the only existing provisional districts and they were both established before December 31, 2014.

An area that wishes to form a community college but does not meet the minimum assessed valuation or population requirements in A.R.S § 15-1402 may form a tuition financing district. A tuition financing district is required to contract with an existing community college district to provide instruction and services to students.

NPC State Aid Revenues







Contribution Rates

ASRS Defined Benefit Plan

The Arizona State Retirement System Defined Benefit Plan is the primary retirement plan for ASRS members and will provide lifelong monthly retirement income.

The plan is tax qualified under section 401(a) of the Internal Revenue Code. It is a "cost sharing" model, meaning both the member and the employer contribute equally. Members are also mandated to participate and contribute to the ASRS Long Term Disability Income Plan.

Contribution rates are actuarially determined and are adjusted annually to ensure the plan remains fiscally sound and able to meet current and future obligations.

There are two portions to the ASRS contribution rate - the Retirement Pension & Health Insurance Benefit, and the Long Term Disability Income Plan. The Pension Plan contribution is a pre-tax deduction, and the Long-Term Disability deduction is post-tax. Tax on pension benefits is deferred until payment is made to the member as a benefit or refund.

For additional rate details, please see the [Employer Contribution Reporting](#) page.

Alternate Contribution Rate - for Retired, Returned to Work Members

For members who retire, then returned to work for an ASRS employer while keeping their monthly pension, an Alternate Contribution Rate (ACR) is required. Read more on the [ACR](#) page.

Fiscal YR 2018 - 2019 (Effective July 1, 2018)

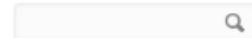
	RETIREMENT PENSION & HEALTH INSURANCE BENEFIT	LONG TERM DISABILITY INCOME PLAN	TOTAL
Employee	11.64%	0.16%	11.80%
Employer	11.64%	0.16%	11.80%

Fiscal YR 2019 - 2020 (Effective July 1, 2019)

	RETIREMENT PENSION & HEALTH INSURANCE BENEFIT	LONG TERM DISABILITY INCOME PLAN	TOTAL
Employee	11.94%	0.17%	12.11%
Employer	11.94%	0.17%	12.11%

Log in to Check Your Balance

By logging in, you can see your contribution history as well as service credit and benefit estimates based on those contributions.



Alternate Contribution Rate

General Information

Legislation passed in 2011 under Senate Bill 1609 authorizes the ASRS to implement an Alternate Contribution Rate (ACR) to employers who hire ASRS retirees who return to work. The rate will be charged to and remitted to the ASRS by the employer. The purpose of the legislation is to mitigate the potential actuarial impact that retired members who return to work may have on the Trust Fund.

Here is a summary of the provisions now contained in Arizona Revised Statute 38-768.02:

- › Beginning July 1, 2012, requires employers to pay an Alternate Contribution Rate (ACR) for members who return to work in any capacity and in a position ordinarily filled by an employee of the employer.
- › Charges the ACR starting the first day after retirement for a member who reached normal retirement and for a member who is an early retiree working less than 20/20 for as long as that member stays in service and for any future employment periods during which the member does not suspend their benefits and resume active membership.
- › States that the retired member does not accrue credited service, member service (for UORP), account balances, retirement benefits or LTD Program benefits, and the time is not later eligible for service purchase.
- › Requires employers to pay the ACR on behalf of any retiree that it employs regardless of 20/20 status, direct/leasing/contracting arrangement, or whether the retiree satisfied the 12-month break in service without working in a leased or contract arrangement.
- › States that late contributions are subject to interest (8%) and may be recovered in court or by state revenue offsets.
- › Requires employers to submit any reports, data, paperwork, or materials required by the ASRS to determine the function, utilization, efficacy or operation of the return to work program.
- › Includes a Legislative Intent clause that states the purpose of the legislation is to mitigate the potential actuarial impact that retired members who return to work might have on the Trust Fund.

Current ACR Information

Alternate Contribution Rate

Fiscal year 2019-20, effective July 1, 2019: 10.41%

Fiscal year 2018-19, effective July 1, 2018: 10.53%

[ACR Guide](#) - Step-by-step instructions for online alternate contribution rate processing and payment. (Updated March 2018)

[ACR Template](#) - This template is for web-based contribution reporting employers to provide the required ACR data to the ASRS.

Frequently Asked Questions

– When is the ACR effective?

The ACR became effective on July 1, 2012 and applies only to wages earned on and after that date. Pay periods which began prior to July 1, 2012 and end on or after July 1, 2012 must be split for ACR purposes. This is only applicable for the initiation of the ACR and is contrary to conventional reporting of active contributions, in which pay periods are not split and one rate is applied to an entire pay period based upon the rate in effect on the Pay Period Ending (PPE) date.

+ Is there a grandfather clause?

+ For which ASRS retirees is the ACR applicable?

+ What is the ACR this year, and how is it determined?

ASRS Return to Work - Violations

- › Clarifies the period for which a member shall repay suspended pensions to the ASRS starts with the date the ASRS notifies the member in writing that their employment violated the statute, the date the ASRS determines the member knew or should have known that their employment violated the statute, or any other time period that approximates the duration of the violation, as determined by the ASRS.
- › Requires an employer that employed a member whose pension was suspended to pay the ASRS the ACR starting with the date the member returned to employment. The employer is required to make the ACR payment through the earlier of:
 - › The date the member terminates employment,
 - › The date the employer begins making the ACR payment required by the new Return to Work statute, or
 - › The date the member resumes active membership in the ASRS.

- + **How is the ACR applied?**
- + **Does the ACR apply to ASRS retirees who are hired to work less than 20 hours per week or less than 20 weeks?**
- + **What kind of data is collected for ACR payments?**
- + **What if an employer uses a third party employer for staffing purposes?**
- + **How are ACR data and payments submitted to ASRS?**
- + **Can there be multiple files for the same pay period?**
- + **How frequently is ACR due?**
- + **Can the employer pass the cost of the contribution required by the ACR on to the employee?**



**Transmission of material in this release is embargoed until
 8:30 a.m. (EST) November 14, 2018**

USDL-18-1823

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CONSUMER PRICE INDEX – OCTOBER 2018

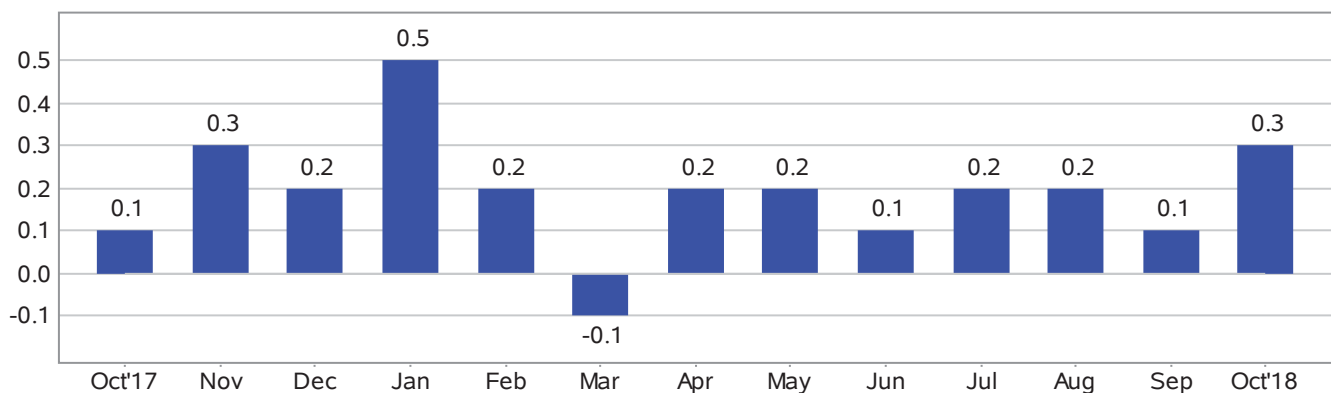
The Consumer Price Index for All Urban Consumers (CPI-U) increased 0.3 percent in October on a seasonally adjusted basis after rising 0.1 percent in September, the U.S. Bureau of Labor Statistics reported today. Over the last 12 months, the all items index rose 2.5 percent before seasonal adjustment.

An increase in the gasoline index was responsible for over one-third of the seasonally adjusted increase in the all items index; advances in the indexes for shelter, used cars and trucks, and electricity also contributed. The increases in the gasoline and electricity indexes led to a 2.4-percent rise in the energy index. The food index, in contrast, declined slightly in October.

The index for all items less food and energy rose 0.2 percent in October following a 0.1-percent increase in September. Along with the indexes for shelter and for used cars and trucks, the indexes for medical care, household furnishings and operations, motor vehicle insurance, and tobacco all increased in October. The indexes for communication, new vehicles, and recreation all declined.

The all items index rose 2.5 percent for the 12 months ending October, a larger increase than the 2.3-percent increase for the 12 months ending September. The index for all items less food and energy rose 2.1 percent for the 12 months ending October. The energy index increased 8.9 percent, while the food index increased more modestly, advancing 1.2 percent over the last 12 months.

Chart 1. One-month percent change in CPI for All Urban Consumers (CPI-U), seasonally adjusted, Oct. 2017 - Oct. 2018
 Percent change



The following information is from a quarterly news release titled *Survey of Professional Forecasters*. The report consolidates multiple well-regarded national macroeconomic forecasts. It is the oldest quarterly survey of its kind in the United States. The survey began in 1968 and was originally conducted by the American Statistical Association and the National Bureau of Economic Research. The Federal Reserve Bank of Philadelphia took over the survey in 1990.

The following information is an excerpt from the report issued November 13, 2018.

FOURTH Quarter 2018 Survey of Professional Forecasters

Weaker Near-Term Growth amid Stronger Job Gains

The outlook for growth in the U.S. economy over the next four quarters is slightly weaker from that of three months ago, according to 37 forecasters surveyed by the Federal Reserve Bank of Philadelphia. The panel predicts real GDP will grow at an annual rate of 2.6 percent this quarter and 2.4 percent next quarter, down from the previous estimates of 2.8 percent and 2.5 percent, respectively. On an annual-average over annual-average basis, the forecasters see little change in real GDP growth in 2018 and 2019, but they predict higher real output growth in 2020 and 2021, compared with their previous projections.

Inflation Projections Are Holding Steady

The current outlook for the headline and core measures of CPI and PCE inflation during the next two years remains mostly unchanged. Measured on a fourth-quarter over fourth-quarter basis, core CPI inflation is expected to average 2.2 percent for the current year and 2.4 percent for 2019 and 2020. The projections for core PCE inflation are 2.0 percent for 2018 and 2.1 percent for 2019 and 2020.

Over the next 10 years, 2018 to 2027, the forecasters expect headline CPI inflation to average 2.21 percent at an annual rate. The corresponding estimate for 10-year annual-average PCE inflation is 2.01 percent. These estimates have changed little from the forecasts of three months ago.

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
BUDGET FOR FISCAL YEAR 2019
SUMMARY OF BUDGET DATA**

	Budget 2019	Budget 2018	Increase/Decrease From Budget 2018 To Budget 2019	
			Amount	%
I. CURRENT GENERAL AND PLANT FUNDS				
A. Expenditures:				
Current General Fund	\$ 27,988,697	\$ 27,296,054	\$ 692,643	2.5%
Unexpended Plant Fund	11,443,000	5,369,100	6,073,900	113.1%
Retirement of Indebtedness Plant Fund				
TOTAL	\$ 39,431,697	\$ 32,665,154	\$ 6,766,543	20.7%
B. Expenditures Per Full-Time Student Equivalent (FTSE):				
Current General Fund	\$ 13,994 /FTSE	\$ 13,703 /FTSE	\$ 292 /FTSE	2.1%
Unexpended Plant Fund	\$ 5,722 /FTSE	\$ 2,695 /FTSE	\$ 3,026 /FTSE	112.3%
Projected FTSE Count	2,000	1,992		
II. TOTAL ALL FUNDS ESTIMATED PERSONNEL COMPENSATION				
Employee Salaries and Hourly Costs	\$ 15,434,817	\$ 14,963,955	\$ 470,862	3.1%
Retirement Costs	1,609,043	1,567,742	41,301	2.6%
Healthcare Costs	1,808,975	1,730,640	78,335	4.5%
Other Benefit Costs	1,376,642	1,363,203	13,439	1.0%
TOTAL	\$ 20,229,477	\$ 19,625,540	\$ 603,937	3.1%
III. SUMMARY OF PRIMARY AND SECONDARY PROPERTY TAX LEVIES AND RATES				
A. Amount Levied:				
Primary Tax Levy	\$ 15,055,197	\$ 14,834,954	\$ 220,243	1.5%
Secondary Tax Levy				
TOTAL LEVY	\$ 15,055,197	\$ 14,834,954	\$ 220,243	1.5%
B. Rates Per \$100 Net Assessed Valuation:				
Primary Tax Rate	1.8164	1.8067	0.0097	0.5%
Secondary Tax Rate				
TOTAL RATE	1.8164	1.8067	0.0097	0.5%
IV. MAXIMUM ALLOWABLE PRIMARY PROPERTY TAX LEVY FOR FISCAL YEAR 2019 PURSUANT TO A.R.S. §42-17051			\$ 15,356,069	
V. AMOUNT RECEIVED FROM PRIMARY PROPERTY TAXES IN FISCAL YEAR 2018 IN EXCESS OF THE MAXIMUM ALLOWABLE AMOUNT AS CALCULATED PURSUANT TO A.R.S. §42-17051			\$ _____	

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
BUDGET FOR FISCAL YEAR 2019
RESOURCES**

	CURRENT FUNDS			PLANT FUNDS		Other Funds 2019	Total All Funds 2019	Total All Funds 2018	% Increase/ Decrease
	General Fund 2019	Restricted Fund 2019	Auxiliary Fund 2019	Unexpended Plant Fund 2019	Retirement of Indebtedness 2019				
BEGINNING BALANCES-July 1*									
Restricted	\$	\$	\$	\$	\$	\$	\$	\$	
Unrestricted	42,900,000			16,600,000			59,500,000	53,800,000	10.6%
Total Beginning Balances	\$ 42,900,000	\$	\$	\$ 16,600,000	\$	\$	\$ 59,500,000	\$ 53,800,000	10.6%
REVENUES AND OTHER INFLOWS									
Student Tuition and Fees									
General Tuition	\$ 3,060,000	\$	\$	\$	\$	\$	\$ 3,060,000	\$ 3,000,000	2.0%
Out-of-District Tuition									
Out-of-State Tuition	100,000						100,000	100,000	
Student Fees	700,000						700,000	700,000	
Tuition and Fee Remissions or Waivers	1,000,000						1,000,000	1,000,000	
State Appropriations									
Maintenance Support	1,576,500						1,576,500	1,649,000	-4.4%
Equalization Aid	7,107,100						7,107,100	6,672,100	6.5%
Capital Support				342,600			342,600	369,100	-7.2%
Property Taxes									
Primary Tax Levy	15,055,197						15,055,197	14,834,954	1.5%
Secondary Tax Levy									
Gifts, Grants, and Contracts	1,500,000	5,600,000					7,100,000	7,500,000	-5.3%
Sales and Services									
Investment Income	139,900						139,900	140,000	-0.1%
State Shared Sales Tax		400,000					400,000	400,000	
Other Revenues			300,000	400			300,400	550,000	-45.4%
Proceeds from Sale of Bonds									
Total Revenues and Other Inflows	\$ 30,238,697	\$ 6,000,000	\$ 300,000	\$ 343,000	\$	\$	\$ 36,881,697	\$ 36,915,154	-0.1%
TRANSFERS									
Transfers In		600,000	300,000	2,000,000			2,900,000	2,900,000	
(Transfers Out)	(2,900,000)						(2,900,000)	(2,900,000)	
Total Transfers	(2,900,000)	600,000	300,000	2,000,000					
Less:									
Governing Board Designations	(4,860,431)						(4,860,431)	(23,551,973)	-79.4%
Policy 1924 - Cash Reserve	(28,289,569)						(28,289,569)	(13,648,027)	107.3%
Policy 1926 - Future Capital Reserve	(9,100,000)			(7,500,000)			(16,600,000)	(13,600,000)	22.1%
Total Resources Available for the Budget Year	\$ 27,988,697	\$ 6,600,000	\$ 600,000	\$ 11,443,000	\$	\$	\$ 46,631,697	\$ 39,915,154	16.8%

*These amounts exclude amounts not in spendable form (i.e., prepaids, inventories, and capital assets) or amounts legally or contractually required to be maintained intact.

**NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
BUDGET FOR FISCAL YEAR 2019
EXPENDITURES AND OTHER OUTFLOWS**

	CURRENT FUNDS			PLANT FUNDS		Other Funds 2019	Total All Funds 2019	Total All Funds 2018	% Increase/Decrease
	General Fund 2019	Restricted Fund 2019	Auxiliary Fund 2019	Unexpended Plant Fund 2019	Retirement of Indebtedness 2019				
TOTAL RESOURCES AVAILABLE FOR THE BUDGET YEAR (from Schedule B)	\$ 27,988,697	\$ 6,600,000	\$ 600,000	\$ 11,443,000	\$	\$	\$ 46,631,697	\$ 39,915,154	16.8%
EXPENDITURES AND OTHER OUTFLOWS									
Instruction	\$ 10,822,264	\$ 1,500,000	\$	\$	\$	\$	\$ 12,322,264	\$ 12,047,012	2.3%
Public Service		20,000					20,000	20,000	
Academic Support	1,163,861						1,163,861	1,111,599	4.7%
Student Services	1,908,400	650,000					2,558,400	2,525,369	1.3%
Institutional Support (Administration)	8,982,382	30,000					9,012,382	8,544,328	5.5%
Operation and Maintenance of Plant	1,841,825						1,841,825	1,769,885	4.1%
Scholarships	2,033,775	4,400,000					6,433,775	6,417,775	0.2%
Auxiliary Enterprises			600,000				600,000	650,000	-7.7%
Capital Assets				11,443,000			11,443,000	5,369,100	113.1%
Debt Service-General Obligation Bonds									
Debt Service-Other Long Term Debt									
Other Expenditures									
Contingency	1,236,190						1,236,190	1,460,086	-15.3%
Total Expenditures and Other Outflows	\$ 27,988,697	\$ 6,600,000	\$ 600,000	\$ 11,443,000	\$	\$	\$ 46,631,697	\$ 39,915,154	16.8%

**Northland Pioneer College
Capital Fund (50) Budget
FY1819 Budget Cycle**

	FY17/18 Budget	FY1819 Budget	FY1920 Budget	FY2021 Budget	3 Yr Total from Fund Balance
Fund Balance - Annual Ops	3,000,000	2,500,000	2,500,000	2,500,000	7,500,000
Fund Balance - Special Projects		6,600,000	4,100,000	-	10,700,000
Transfer from Operating Fund	2,000,000	2,000,000	2,000,000	2,000,000	
State Funding - STEM / Other	<u>369,100</u>	<u>343,000</u>	<u>350,000</u>	<u>350,000</u>	
Annual Capital Funding	<u><u>5,369,100</u></u>	<u><u>11,443,000</u></u>	<u><u>8,950,000</u></u>	<u><u>4,850,000</u></u>	
Key Capital Projects & SPASC					
WMC Learning Center - Repair		2,500,000	-	-	
WMC Allied Health		4,000,000	4,000,000	-	
Strategic Plans	<u>50,000</u>	<u>100,000</u>	<u>100,000</u>	<u>-</u>	
Total - Annual Requirements	50,000	6,600,000	4,100,000	-	10,700,000
Annual Capital Requests					
Administrative	2,027,900	1,980,400	1,609,740	1,330,000	
Student Services	56,925	71,064	59,225	60,410	
IS	2,506,500	2,296,000	1,878,800	1,590,000	
Instruction:					
Arts & Science	-	-	-	-	
CTE	172,000	-	202,000	164,276	
Nursing	<u>34,375</u>	<u>-</u>	<u>-</u>	<u>-</u>	
Total - Annual Requests	4,797,700	4,347,464	3,749,765	3,144,686	
Contingency	<u>521,400</u>	<u>495,536</u>	<u>1,100,235</u>	<u>1,705,314</u>	
Total Expenses	<u><u>5,369,100</u></u>	<u><u>11,443,000</u></u>	<u><u>8,950,000</u></u>	<u><u>4,850,000</u></u>	
Surplus/(Deficit)	0	0	0	0	

**Northland Pioneer College
Capital Budget
FY1819-2021**

Sorted by Division

Div	Dept	Dept #	Object Code	FY1819 Budget Request \$	FY1920 Budget Request \$	FY2021 Budget Request \$	Description of Capital Item(s) Requested	Justification for Request	Postponed? Y/N
ADM SERV	MAINT	6100	5610	2,500,000			WMC Learning Center - Repair \$1.5M & Remodel \$1.0M	Building needs repair	Y
ADM SERV	MAINT	6100	5610	4,000,000	4,000,000		WMC Allied Health	Address Nursing needs	Y
KEY PROJ	Key Capital Projects Total			6,500,000	4,000,000	-			
				495,536	1,100,235	1,705,314			
CONTINGENCY		Contingency Total		495,536	1,100,235	1,705,314			
SPASC	CAMPUS/C TR MGRS	5130	5635	100,000	100,000	-	MyNPC revamp	SPASC Priority	N
SPASC		SPASC Total		100,000	100,000	-			
ADM SERV	CAMPUS/C TR MGRS	5130	5645	500,000	500,000	-	Video Security System at PDC, WMC, SCC, LCC, KAY, Hopi, WRV	The current system isn't operating well and is 5 years old	Y
ADM SERV	MAINT	6100	5108	50,000	50,000	50,000	Professional consulting services	Architect and engineers	N
ADM SERV	MAINT	6100	5605	75,000	35,000	35,000	Furniture Requests	Annual furniture requests from departments	N
ADM SERV	MAINT	6100	5610	759,500	727,240	1,045,000	Facilities and maintenance projects	Maintain buildings, address safety needs, renovate to meet current needs, utilities savings, maintain aesthetics of campuses	N
ADM SERV	MAINT	6100	5610	363,400	200,000	200,000	IS Technology/Facility Changes	Changes required for technology	N
ADM SERV	MAINT	6100	5645	45,000	-	-	Landscape truck	replace worn out vehicles	N
ADM SERV	MAINT	6100	5645	5,000	-	-	Weed control equipment	Weed control	N
ADM SERV	MAINT	6100	5645	32,500	-	-	Storage containers	Maintenance storage	N
ADM SERV	AUTO	5750	5680	20,000	-	-	Forklift for Skill Center	operator safety, welding program	N
ADM SERV	AUTO	5750	5680	32,500	-	-	Engines and Paint for vehicles	extend life of fleet	N
ADM SERV	AUTO	5750	5680	45,000	-	-	Maintenance trucks	replace worn out vehicles	N
ADM SERV	AUTO	5750	5680	-	45,000	-	Maintenance trucks	replace worn out vehicles	Y
ADM SERV	AUTO	5750	5680	52,500	52,500	-	Cube van for IS department	safety in moving large electronic items	Y
ADM SERV	AUTO	5750	5680	-	-	-	replace 2003 Toyotas, cant get parts	extend life of fleet	N
ADM SVC		Admin Services Total		1,980,400	1,609,740	1,330,000			
STUD SERV	LIBRARY	3500	5650	58,064	59,225	60,410	Materials in the library collection: print,	Increases as follows: FY18-19	N
STUD SERV	MARKETING	5920	5645	13,000	-	-	Color printer for Marketing department - Konica Minolta Bizhub c658	Current printer is at end of life. Printer is used to produce short run internal and external publications.	N
STUD SERV		Student Services Total		71,064	59,225	60,410			

**Northland Pioneer College
Capital Budget
FY1819-2021**

Sorted by Division

Div	Dept	Dept #	Object Code	FY1819 Budget Request \$	FY1920 Budget Request \$	FY2021 Budget Request \$	Description of Capital Item(s) Requested	Justification for Request	Postponed? Y/N
IS	IS	5070	5600	440,000	360,000	175,000	Cisco Solution classrooms	Replace Polycom at end of life. Enterprise solution to replace 45 classrooms	N
IS	IS	5070	5600	30,000	30,000	175,000	Replace old smartboards	Begin replacement of old smartboards non-distance learning	N
IS	IS	5070	5600	220,000	-	-	Classroom Development	Model/Audio	N
IS	IS	5070	5600	15,000	15,000	15,000	DRA Classroom Development	DRA Classroom Development and compliance	N
IS	IS	5070	5615	240,000	265,000	295,000	Jenzabar Maintenance	Yearly Maintenance Contract	N
IS	IS	5070	5615	30,000	30,000	30,000	Jenzabar Consultants	Consultant training/update NPC Servers	N
IS	IS/Bus	5070	5615	15,000	15,000	15,000	Jenzabar Training hours (remote)	Support Business Office Jenzabar Users	N
IS	IS	5070	5615	110,000	120,000	130,000	Cisco Smartnet Renewal	Necessary Contratural Maintenance	N
IS	IS	5070	5620	180,000	400,000	200,000	Server Replacements @ 4 years	Update Aging Server/Blade Cycle	N
IS	IS	5070	5620	150,000	250,000	125,000	Replace old routers, switches and AP's @ 6 years	Update Aging Routers, Switches, and Aps	N
IS	IS	5070	5620	150,000	50,000	50,000	UPS (batteries for servers) lifecycle Replacements @ 5 years	Replace aging UPS systems	N
IS	IS	5070	5620	300,000	50,000	50,000	Secondary terciary storage	Necessary Server Backup Solution	N
IS	IS	5070	5620	100,000	-	-	Microwave Equipment	Necessary Microwave Equipment	N
IS	IS	5070	5630	80,000	120,000	100,000	Computers @ 4 years (230)	Replace aging computers	N
IS	IS	5070	5630	60,000	60,000	40,000	Printers @ 3 years	Replace aging printers	N
IS	IS	5070	5630	30,000	30,000	30,000	Monitors @ 4 years	Replace aging monitors	N
IS	IS	5070	5630	80,000	40,000	30,000	Portable/Mobile technology	Replace some laptops with Surface Pros, Mobile Tech	N
IS-CTE	IMO	5070	5630	-	30,000	-	Laptops and PC for IMO labs	replace computers at IMO Labs	N
IS-CCP	CCP	5070	5630	-	8,800	-	4 iMac Lifecycle Replacements	SCC Video Production Lab Lifecycle iMac Computer Replacements	N
IS-NURS	NURS	5070	5630	6,000	-	-	WMC / LCC Nursing Simulator Lab	WMC / LCC Nursing Simulator Lab Hardware	N
IS-CIS/BUS	CIS/BUS	5070	5630	7,000	-	-	Computer upgrade machines with dual monitors and special cable Pilot Project - WMC Computer Lab - Dual Screens	WMC new lab for CIS and BUS	N

**Northland Pioneer College
Capital Budget
FY1819-2021**

Sorted by Division

Div	Dept	Dept #	Object Code	FY1819 Budget Request \$	FY1920 Budget Request \$	FY2021 Budget Request \$	Description of Capital Item(s) Requested	Justification for Request	Postponed? Y/N
IS	IS	5070	5635	45,000	-	-	Veam - Network Backup Software	Initial implementation Replace Commvaultand Yearly Maintenance Contract	N
IS	PAD	5700	5645	-	-	120,000	Konica Minolta Replace 2 Large Printers	The 2 large printers will be at end of life	N
IS	PAD	5700	5645	8,000	5,000	10,000	Replacement of aging and broken equipment	To maintain a professional print production for staff and students	N
IS			IS Total	2,296,000	1,878,800	1,590,000			
CTE	AJS	1205	5645	-	20,000	-	Wrestling Mats	Replacements	N
CTE	ATO	1110	5645	-	8,000	-	Jones & Bartlett Learning - CDX Online Training 2 Yrs Fee	2 Years Fee	
CTE	ATO	1110	5645	-	20,000	-	Two Twin-Post Largere Truck Lifts	Keep to Current Industry Standards	N
CTE	ATO	1110	5645	-	-	-	4 Top and Bottom Toolboxes Complete W/Tools	Increase in Student Enrollment	N
CTE	ATO	1110	5645	-	-	-	One 2010 or Newer Diesel Truck	Keep to Current Industry Standards	N
CTE	ATO	1110	5645	-	25,000	-	One 2015 or New Hybrid	Keep to Current Industry Standards	N
CTE	ATO	1110	5645	-	-	28,000	Snap-On DVOM Trainer System	Introduces Students to New Technology used in Industry, Improves Efficiciency	N
CTE	ATO	1110	5645	-	-	26,000	Snap-On Torque Trainer System	Introduces Students to New Technology used in Industry, Improves Efficiciency	N
CTE	FRS	1336	5645	-	-	-	Bullex Natural Gas Pressure Vessel Fire Training Prop	Provides secondary fire prop for extended attack.	N
CTE	*MET/EIT	1156	5645	-	18,000	-	Hydarulic Trainer	Keep to Current Industry Standards	N
CTE	*MET/EIT	1156	5645	-	52,000	-	Fanuc Robot	Student Certification	N
CTE	*MET/EIT	1156	5645	-	-	-	Portable AC/DC Electrical Learning System	Keep to Current Industry Standards	N
CTE	*MET/EIT	1156	5645	-	-	-	Portable Electric Relay Control Learning System	Keep to Current Industry Standards	N
CTE	*MET/EIT	1156	5645	-	-	55,276	Portable PLC Trainer	Keep to Current Industry Standards	N
CTE	WLD	1170	5645	-	44,000	44,000	Welding Machine	Replace Worn Machines as Part of Facility Maintenance	N
CTE	WLD	1170	5645	-	-	-	WMC-Plasmacam, to include Plasma Cutter & Software	Teaches Students Automation in Fabrication	Y
CTE	WLD	1170	5645	-	-	-	3-Ridgit Pipe Bevel with Consumables, One for Each Location	Intruduces Students to New Technology Used in Industry, Improves Efficiency	Y

**Northland Pioneer College
Capital Budget
FY1819-2021**

Sorted by Division

Div	Dept	Dept #	Object Code	FY1819 Budget Request \$	FY1920 Budget Request \$	FY2021 Budget Request \$	Description of Capital Item(s) Requested	Justification for Request	Postponed? Y/N
CTE	WLD	1170	5645	-	15,000	-	Semi-Auto Bandsaw PDC	Intruduces Students to New Technology Used in Industry, Improves Efficiency	Y, One-Year
CTE	WLD	1170	5645	-	-	11,000	Slip Roller PDC	Intruduces Students to New Technology Used in Industry, Improves Efficiency	Y, One-Year
CTE	WLD	1170	5645	-	-	-	5-Heavy Duty Weld Positioners NEW 2-WMC, 2-PDC, 1-STJ	Intruduces Students to New Technology Used in Industry, Improves Efficiency	N
CTE			CTE Total**	-	202,000	164,276			
Nursing			Nursing Total	-	-	-			
	Total NPC Annual Capital			11,443,000	8,950,000	4,850,000			

Standards of Conduct Policy

Recommendation:

Staff recommends District Governing Board adoption of a board policy regarding standards of conduct in procurement.

Summary:

The college, in accordance with the Codes of Federal Regulation (CFR) and as required under federal funding, must adopt and maintain a written standards of conduct policy per the CFR citation noted below. This policy will also provide a reference point for future procedures, as required, to address employee conduct (5 CFR 2635).

§ 200.318 General procurement standards.

(c)(1) The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts.

Policy 1219 Standards of Conduct

The President, or designee, shall establish a procedure for compliance with [2 C.F.R. Part 200, §200.318\(c\)\(1\)](#) (*General procurement standards*) governing the actions of all public officers and employees engaged in the selection, award and administration of contracts.

Vision 2030 Report

Summary:

The Strategic Vision for 2030 builds upon the colleges' previous long term plan, published in 2011, and outline show Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals. In particular, the Strategic Vision for 2030 creates a framework for reaching the Achieve 60 AZ goal that by 2030, 60% of the Arizona working-age population will hold a post-secondary credential. A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 33 short-term, mid-range, long term, and follow-up metrics. Although this report contains several metrics that were new in 2017 or 2018, most have been in place for years, making it possible to evaluate trends in student progress and outcomes.

Positives for Northland Pioneer College (NPC) begin with the increase in the success rate (86.8%) for college level course work. At this time NPC has the second highest course completion rate in the state. This is reflected when breaking down the success rate (86.2%) of Composition II (ENL102) and (89.6%) College Algebra (MAT152) where NPC course completion rate is number one among community colleges. The data report does show that NPC students are not transferring at the same rate as some of their counterparts in the state, but this could be because of the location of the Universities in which students may transfer. Finally, NPC continues to have a high rate of completers (90.4%) in occupational programs with industry recognized certifications.

2018 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT)

EXPAND ACCESS - SHORT-TERM METRICS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	CC	CCC	EAC	MCC	MCCCD	NPC	PCC	YC
1. 2016-17 full-time student equivalent (FTSE) enrollment	114,750	-	4,104	3,688	6,651	2,048	3,810	2,270	72,075	1,827	14,779	3,498
2. 2016-17 unduplicated 12-month enrollment	294,813	-	11,653	9,741	11,630	5,461	9,164	5,685	191,073	6,098	34,308	10,000
3. 2016-17 unduplicated 12-month enrollment of ABE/GED learners	18,686	-	127	621	378	158	59	579	9,655	586	6,057	466
4. 2016-17 unduplicated 12-month enrollment of high school learners in dual-enrollment classes	25,029	-	378	175	395	819	743	901	17,521	1,516	1,113	1,468
5. Enrollment of underserved populations (underserved races and ethnicities)	43.3%	42.7% ¹	76.9%	47.8%	54.9%	42.1%	32.2%	29.8%	41.0%	48.4%	53.3%	18.3%
5b. Enrollment of underserved populations (age 25+)	35.3%	35.0% ¹	27.9%	17.4%	43.9%	26.2%	49.1%	41.0%	34.0%	31.7%	39.0%	51.1%
5c. Enrollment of underserved populations (Pell recipients)	29.2%	37.5% ¹	51.2%	42.9%	35.5%	23.1%	23.1%	38.2%	27.0%	24.4%	30.0%	29.3%
6. Percent of 2016-17 credit hours earned via alternative delivery methods and/or at alternative times or places	63.7%	-	60.2%	63.8%	89.3%	49.1%	10.5%	61.5%	64.9%	79.0%	63.1%	58.2%
7. Community college-going rate	31.8%	23.7% ¹	44.9%	26.5%	27.6%	18.9%	11.7%	33.0%	28.3%	13.2%	29.1%	36.2%
8. Cost of attendance as a percentage of median household income	13.9%	13.9% ²	22.4%	9.9%	11.4%	19.6%	17.6%	17.8%	13.5%	17.3%	8.5%	13.9%
EXPAND ACCESS - MID-TERM METRICS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	CC	CCC	EAC	MCC	MCCCD	NPC	PCC	YC
9. Developmental math course success rate	64.2%	-	78.3%	48.5%	61.2%	88.7%	76.4%	59.4%	69.6%	55.6%	49.2%	54.3%
10. Developmental English/reading course success rate	77.5%	-	78.4%	68.0%	76.6%	96.2%	74.8%	53.4%	78.2%	59.0%	75.9%	78.9%
11. Success after developmental math rate	32.8%	20.0% ³	39.0%	23.7%	28.9%	37.5%	67.9%	21.6%	38.3%	28.1%	18.6%	31.5%

12. Success after developmental English/reading rate	47.8%	37.0% ³	47.9%	32.7%	58.6%	66.4%	69.3%	30.9%	50.1%	37.0%	39.8%	60.9%
INCREASE TRANSFER & COMPLETION - MID-TERM METRICS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	CC	CCC	EAC	MCC	MCCCD	NPC	PCC	YC
13. College-level course success rate	79.4%	-	77.2%	74.1%	86.3%	93.7%	77.0%	79.3%	79.7%	86.8%	77.9%	74.7%
14a. Percent of first college-level credit hours successfully completed (English Comp. I)	75.7%	73.2% ⁴	67.2%	63.0%	72.5%	78.7%	67.1%	81.6%	77.0%	78.0%	75.2%	72.9%
14b. Percent of first college-level credit hours successfully completed (English Comp. II)	77.0%	71.3% ⁴	76.8%	65.7%	79.3%	81.5%	65.6%	85.7%	76.6%	86.2%	80.3%	78.5%
14c. Percent of first college-level credit hours successfully completed (Speech)	80.7%	79.9% ⁴	89.6%	77.5%	88.3%	91.4%	87.4%	92.0%	80.3%	72.7%	81.4%	73.4%
14d. Percent of first college-level credit hours successfully completed (College Algebra)	65.4%	66.4% ⁴	63.1%	49.4%	61.0%	51.0%	71.9%	75.0%	66.0%	89.6%	58.5%	75.5%
15. Percent of full-time learners completing 42 credits by the end of the second academic year	47.1%	-	50.4%	43.0%	54.9%	42.7%	63.3%	29.2%	47.5%	54.2%	39.0%	52.1%
16. Percent of part-time learners completing 24 credits by the end of the second academic year	53.4%	-	60.8%	52.6%	67.8%	48.9%	34.4%	55.0%	55.3%	71.8%	54.4%	60.8%
17. Fall-to-next-term retention rate	90.4%	-	96.9%	92.0%	95.0%	88.3%	78.6%	92.2%	91.1%	72.8%	90.2%	88.9%
18. Fall-to-fall retention rate	77.4%	53.9% ⁵	82.4%	69.7%	77.2%	64.6%	52.0%	77.5%	80.2%	50.4%	77.7%	71.9%
INCREASE TRANSFER & COMPLETION - LONG-TERM METRICS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	CC	CCC	EAC	MCC	MCCCD	NPC	PCC	YC
19. Number of degrees and certificates awarded in 2016-17	42,562	-	2,193	1,140	1,928	456	1,427	718	26,277	1,051	5,680	1,692
20. Graduation (degree/certificate completion) rate	32.3%	22.9% ⁶	33.9%	28.4%	40.1%	24.9%	44.6%	14.9%	32.5%	22.0%	28.4%	40.4%
21. Number of AGECS awarded in 2016-17	10,956		640	342	227	280	539	142	7,235	54	1,257	240

22. Percent of learners who complete an AGEC within six years	20.3%	-	23.4%	7.7%	19.7%	17.9%	17.5%	34.1%	21.2%	7.0%	18.0%	31.0%
23. Number of in-state university transfers in 2016-17	10,853	-	428	297	292	283	190	115	7,616	79	1,726	257
24. Percent of 2016-17 transfers with an AGEC and/or degree at time of transfer	60.4%	-	79.0%	72.4%	66.8%	57.2%	69.5%	66.1%	58.6%	63.3%	60.3%	68.9%
25. In-state university transfer rate (2010-11 ASSIST transfer behavior cohort)	24.3%	-	20.1%	20.6%	16.0%	21.7%	12.5%	22.5%	25.9%	13.7%	24.0%	19.5%
26. Overall transfer rate (2011 credential-seeking cohort)	28.4%	25.0% ⁷	27.2%	30.0%	27.3%	30.3%	38.1%	27.1%	27.7%	13.6%	27.6%	31.9%
27. Percent of learners achieving a successful outcome within six years	61.0%	56.7% ⁸	63.0%	81.7%	69.0%	59.0%	68.9%	45.5%	60.3%	44.4%	53.3%	78.7%
INCREASE TRANSFER & COMPLETION - FOLLOW-UP METRICS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	CC	CCC	EAC	MCC	MCCCD	NPC	PCC	YC
28. Percent of 2013-14 full-time transfers to Arizona public universities who earn a bachelor's degree within four years	70.7%	-	72.3%	67.5%	69.2%	68.3%	70.9%	61.9%	71.4%	60.6%	68.7%	73.3%
29. Percent of all 2013-14 transfers who earn a bachelor's degree within four years	49.9%	60.0% ⁹	55.1%	44.7%	25.9%	49.5%	76.2%	46.4%	52.6%	37.2%	60.5%	60.4%
30. Estimated percent of the Arizona working population with a workforce certificate, associate degree, or bachelor's or higher degree	44.7%	46.9% ¹⁰	-	-	-	-	-	-	-	-	-	-
IMPROVE ALIGNMENT - SHORT-TERM & FOLLOW-UP METRICS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	CC	CCC	EAC	MCC	MCCCD	NPC	PCC	YC
31. 2016-17 FTSE enrollment in occupational courses	43,570	-	1,110	1,454	4,841	619	2,607	779	25,224	949	4,054	1,933

32. Percent of occupational program completers earning an industry-recognized credential within one year	90.6%	82.6% ¹¹	89.5%	81.8%	90.9%	92.0%	88.9%	85.0%	89.7%	90.4%	91.8%	100.0%
33. Percent of highest-demand occupations requiring more than a high school diploma (but less than a bachelor's degree) for which community colleges offer degree or certificate programs	100.0%	-	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	92.0%	88.0%	84.0%	88.0%

¹U.S. Department of Education, National Center for education statistics. (2017). *Digest of Education Statistics*. Washington, DC: Author.

²The College Board. (2017). *Annual survey of colleges; trends in student aid*. New York: Author; U.S. Bureau of the Census. (2017). *American Community*

³Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 155-270.

⁴National Community College Benchmark Project. (2017). Report of national aggregate data. Overland Park, KS: Author.

⁵NCHEMS. (2015). Retention rates - First-time college freshmen returning their second year (two-year public institutions). Boulder, CO: Author.

⁶U.S. Department of Education, National Center for Education Statistics. (2017). *Digest of education statistics*. Washington, DC: Author.

⁷Community College Research Center, Teachers College, Columbia University. (2015). *What we know about transfer. Research overview*. New York: Author.

⁸National Student Clearinghouse. (2017). Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time). Herndon, VA: Author.

⁹National Student Clearinghouse. (2012). Snapshot report: Transfer outcomes (four years after transfer). Herndon, VA: Author.

¹⁰Lumina Foundation. (2018). *A stronger nation: Learning beyond high school builds America's talent*. Indianapolis, IN: Author.

¹¹Perkins Collaborative Resource Network. (2014). Core indicator report :1P1 Technical skill attainment, 2011-12. Washington, DC: Author.

ARIZONA COMMUNITY COLLEGES 2018 STRATEGIC VISION OUTCOMES REPORT



STRATEGIC VISION FOR 2030

In 2017 Arizona's community colleges embraced a Strategic Vision for 2030, which focuses college efforts around three major goals: expanding access to postsecondary credentials; increasing transfer and completion of associate degrees and certificates; and improving alignment between college programs and workforce needs.

The Strategic Vision for 2030 builds upon the colleges' previous long-term plan, published in 2011, and outlines how Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals. **In particular, the Strategic Vision for 2030 creates a framework for reaching the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.**

A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 33 short-term, mid-range, long-term, and follow-up metrics. Although this report contains several metrics that were new in 2017 or 2018, most have been in place for years, making it possible to evaluate trends in student progress and outcomes.

Statewide and district-level data will continue to be used to guide improvement efforts at community colleges across the state. Statewide data will also be shared with the Arizona Board of Regents, the Arizona Department of Education, and Arizona's workforce development and business communities in order to assist in the improvement of educational and economic pathways.

The Strategic Vision for 2030, as well as a Technical Guide that provides detailed definitions of each metric, can be found online at: www.arizonacommunitycolleges.org.

METRICS AND COHORTS

METRICS

The 2018 Strategic Vision Outcomes Report presents data related to 33 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Arizona's community colleges will need to focus their efforts in order to expand access, increase transfer and completion, and improve alignment with workforce needs.

Short-term metrics correspond to enrollment rates, cost measures, and training for high-demand occupations.

Mid-range metrics examine student persistence and success in the first two years of college.

Long-term metrics pertain to transfer and completion rates.

Follow-up metrics examine student success after departing the community college and may be affected by economic forces, as well as the actions of Arizona universities.

COHORTS

The 2018 Strategic Vision Outcomes Report tracks several cohorts of students.

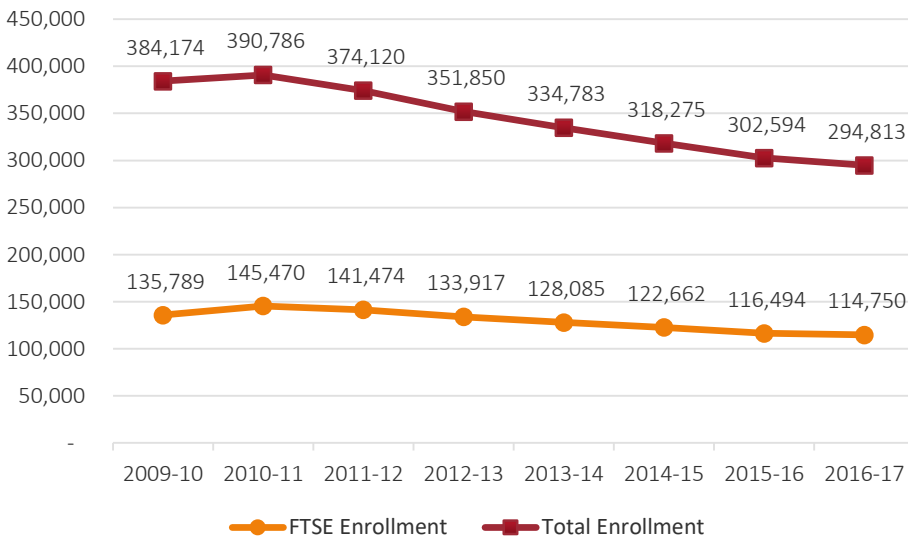
2015 and 2011 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2015 and 2011 Credential-Seeking Sub-Cohorts, defined as cohort members who earned at least 12 credits by the end of their second year, are used for some retention, transfer, and completion measures. Credential-seeking sub-cohorts provide a more accurate gauge of student success, as they take into account learners' diverse education and training goals.

2014-15 Occupational Cohort, comprised of students who exited a community college in 2014-15 after completing a specified number of credits in an occupational pathway, is used in follow-up metrics related to wage growth and earning industry-recognized credentials.

Expand Access: Short-Term Metrics

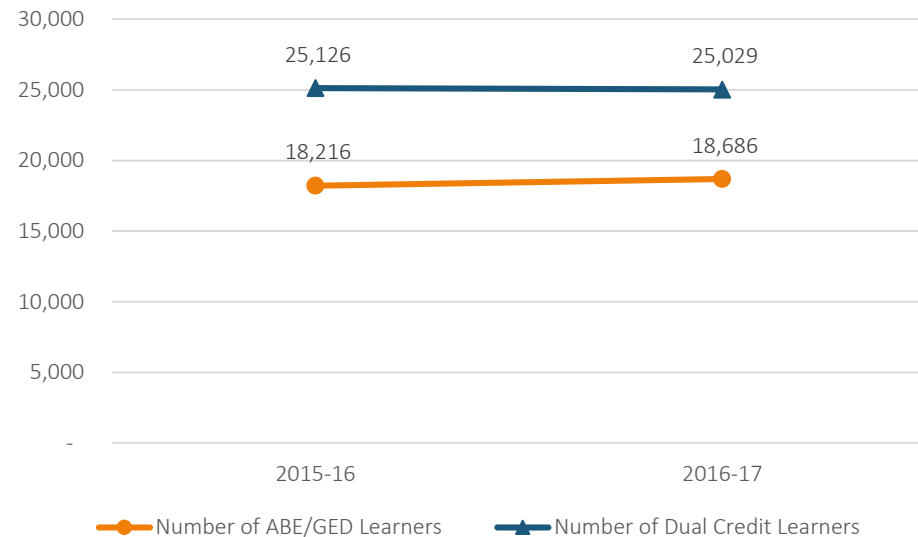
Metrics 1 and 2: FTSE and Total Enrollment



Statewide, total annual enrollment at Arizona’s community colleges has declined from its high in 2010-11, and full-time student equivalent (FTSE) enrollment has diminished commensurately. This enrollment decline mirrors a national trend and reflects a greater number of students enrolling in universities and/or remaining in the workforce.

December 18, 2018

Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



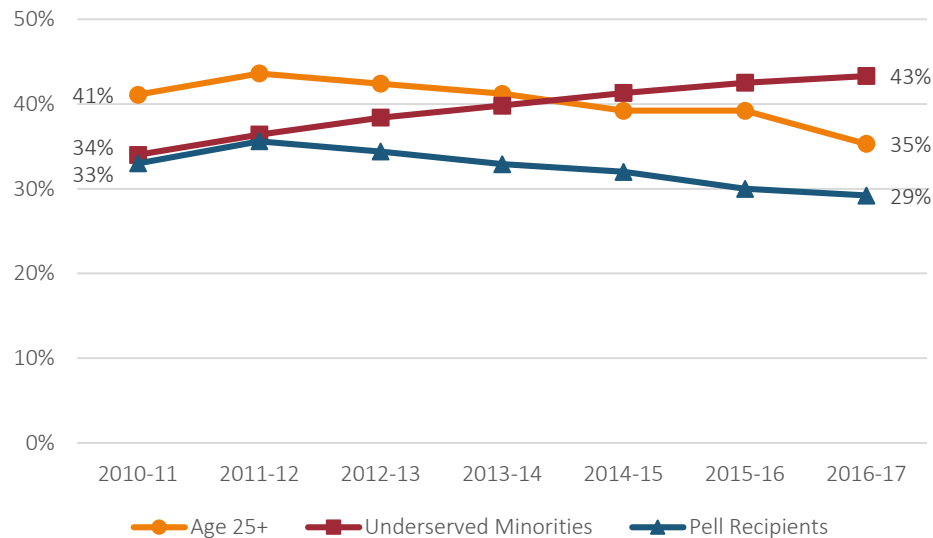
Across Arizona, total annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses reached 18,686 in 2016-17. Total annual enrollment of high school learners in dual credit courses remained steady at just over 25,000. These programs are essential in expanding access to Arizona’s community colleges.

Navajo County Community College District Governing Board

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Expand Access: Short-Term Metrics

Metric 5: Enrollment of Underserved Populations

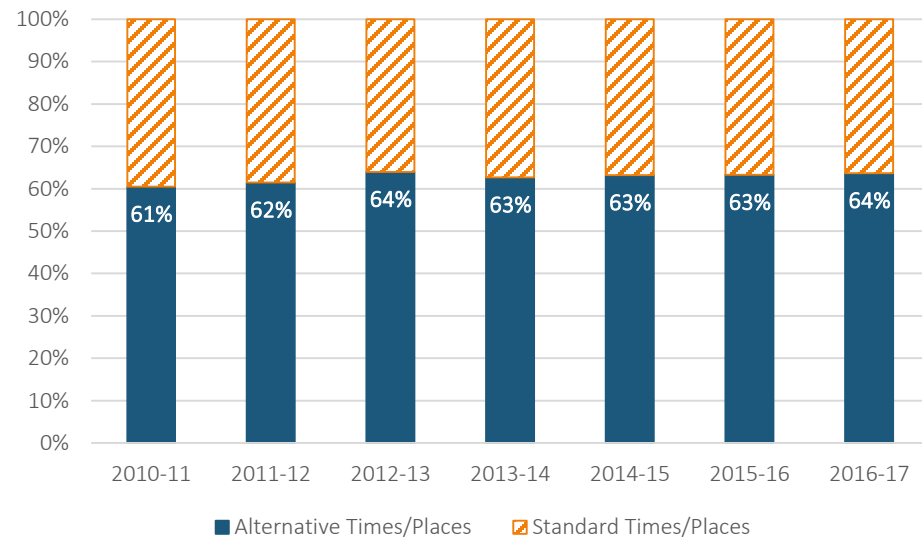


The percentage of Arizona community college students who are members of an underserved racial/ethnic group has increased substantially and equals the percentage of the state population belonging to an underserved minority group (43%).¹ Arizona's colleges enroll a similar percentage of adult learners as the national average (35%), but fewer Pell recipients (38%).²

¹ December 18, 2018

² Navajo County Community College District Governing Board

Metric 6: Percent of Credit Hours Earned Via Alternative Times or Places

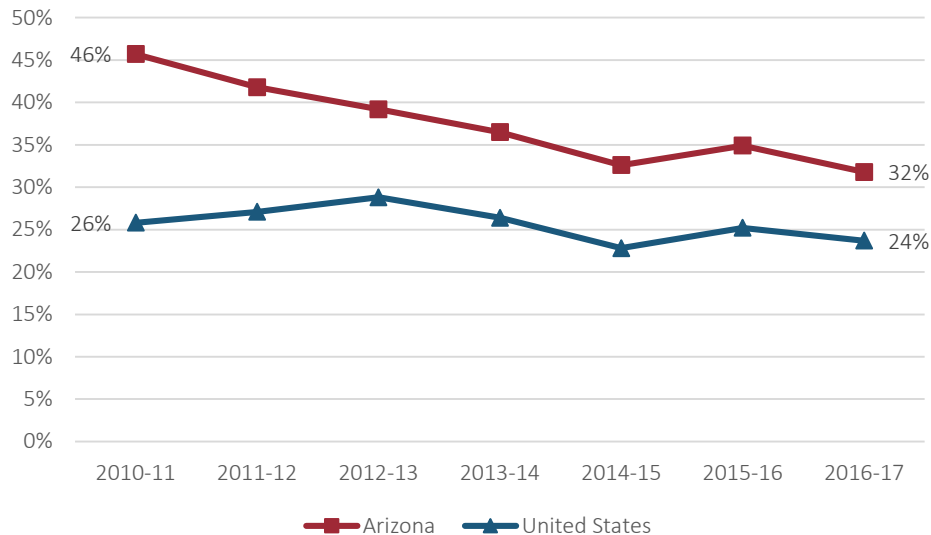


At Arizona's community colleges, only 36% of instruction in 2016-17 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 64% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

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Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate



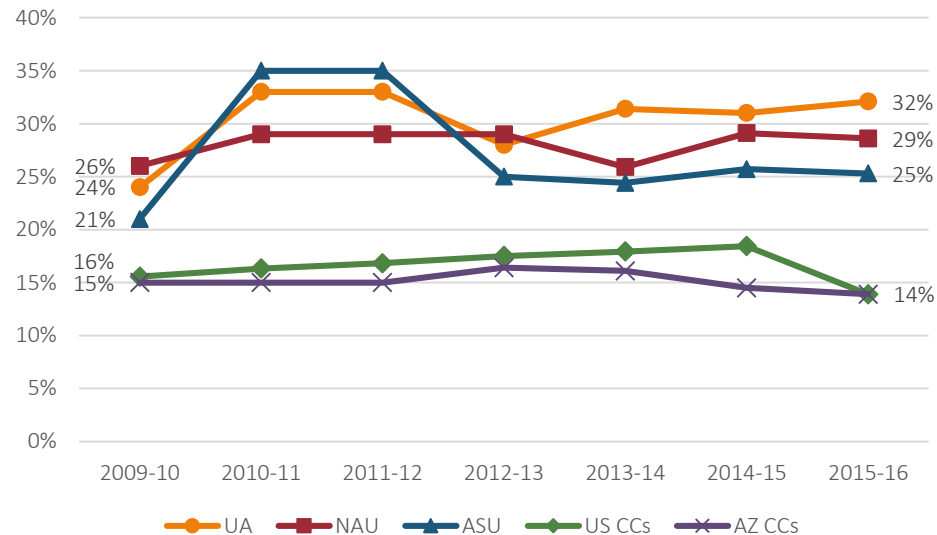
While the rate has declined, Arizona's community colleges enroll a much higher percentage (32%) of recent high school graduates than the national average (24%).² The vast majority of these students enroll in their local community college district. Arizona's community colleges will continue to work with the Arizona Board of regents to improve college-going across the state.

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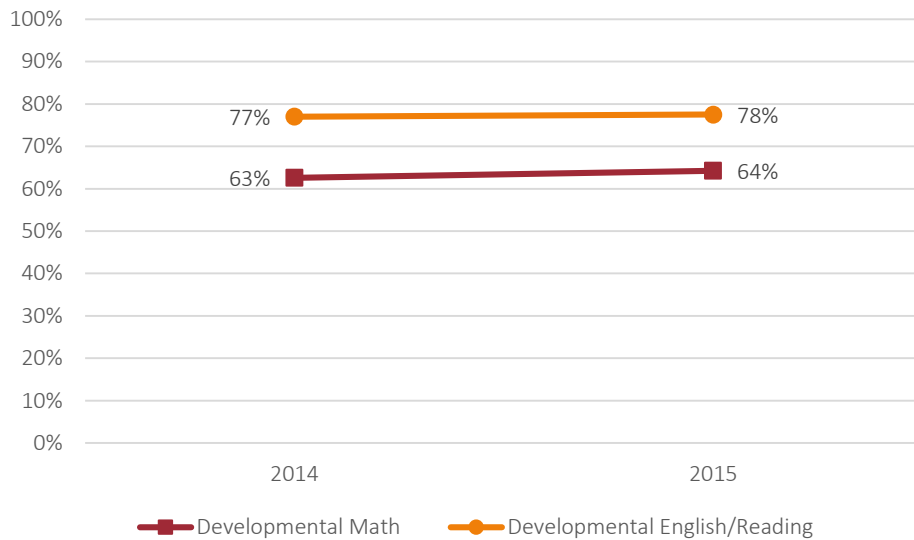
Metric 8: Cost of Attendance as a Percentage of Median Household Income



At roughly \$7,100 per year, the median net price of attending Arizona's community colleges is just 14% of the state's median household income. This rate mirrors the national comparison (14%) and is substantially lower than Arizona's public universities (25-32%),³ making the community colleges excellent and affordable options for postsecondary education and training.

Expand Access: Mid-Range Metrics

Metrics 9 and 10: Developmental Course Success Rates

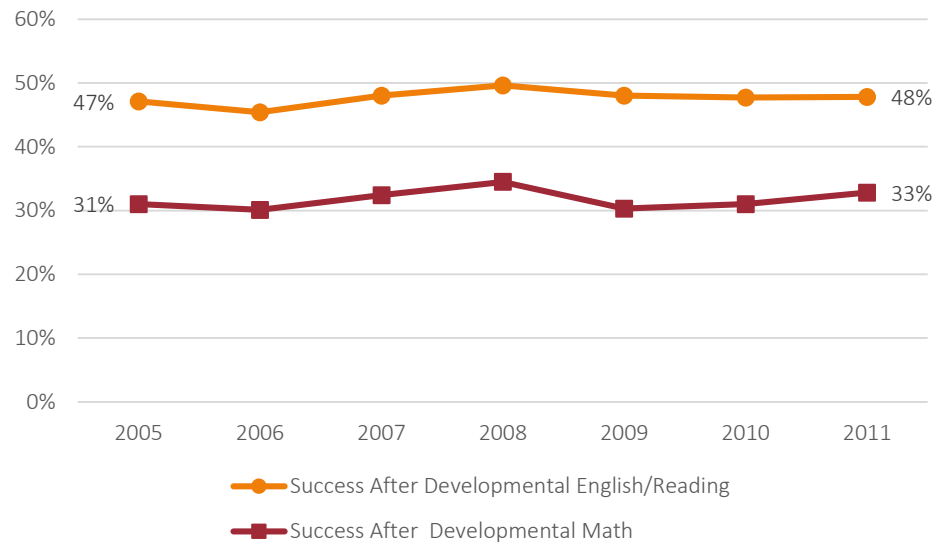


Over two years, 78% of student credit hours attempted in developmental English or reading by the 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 64% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

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Metrics 11 and 12: Success After Developmental Education

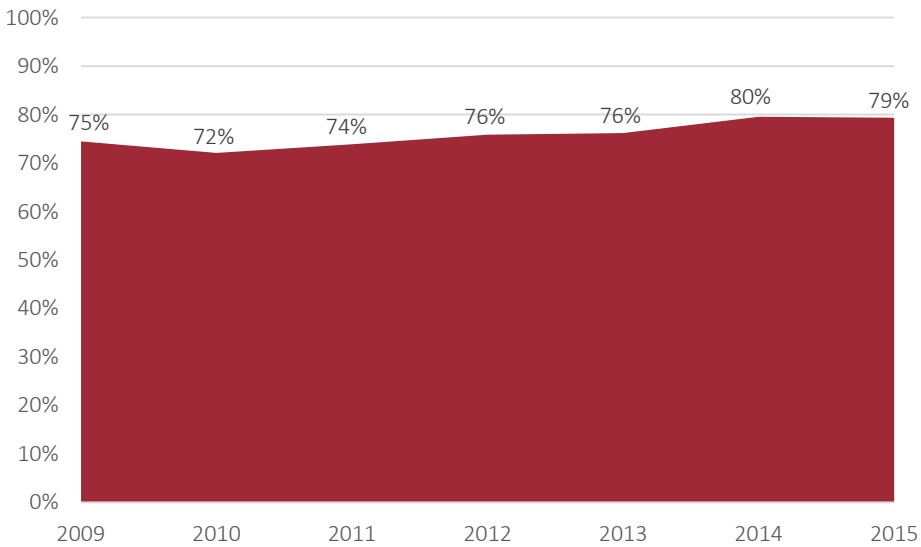


After six years, nearly half of developmental English or reading learners in the 2011 New Student Cohort successfully completed a college-level course in English, and 33% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are similar to national averages.⁴

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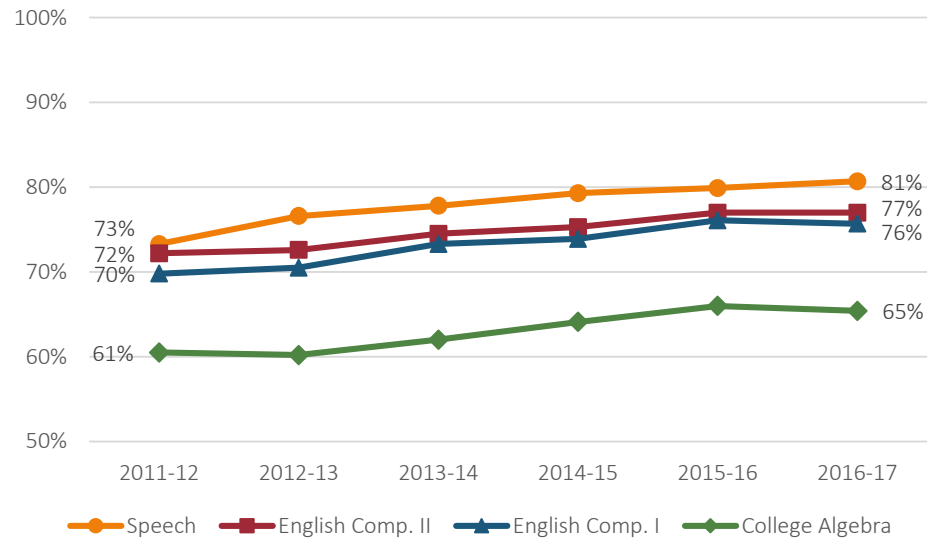
Increase Transfer and Completion: Mid-Range Metrics

**Metric 13:
College-Level Course Success Rate**



Over two years, 79% of student credit hours attempted in college-level courses by the 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has increased by 10% over the past five years.

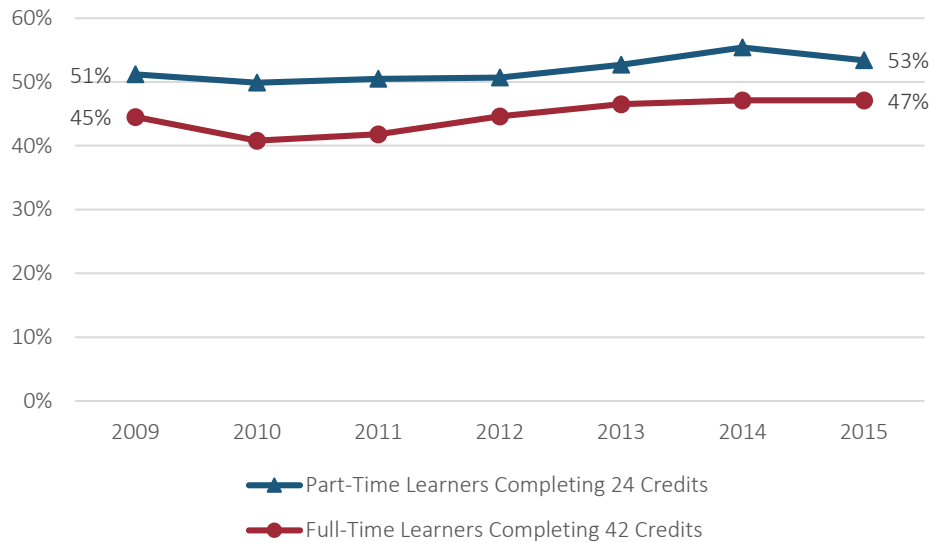
**Metric 14: Percent of First College-Level
Math and English Credit Hours Completed**



In 2016-17, between 65% and 81% of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass). The rates at which Arizona's community college students successfully complete these first college-level courses mirror or exceed corresponding national averages.

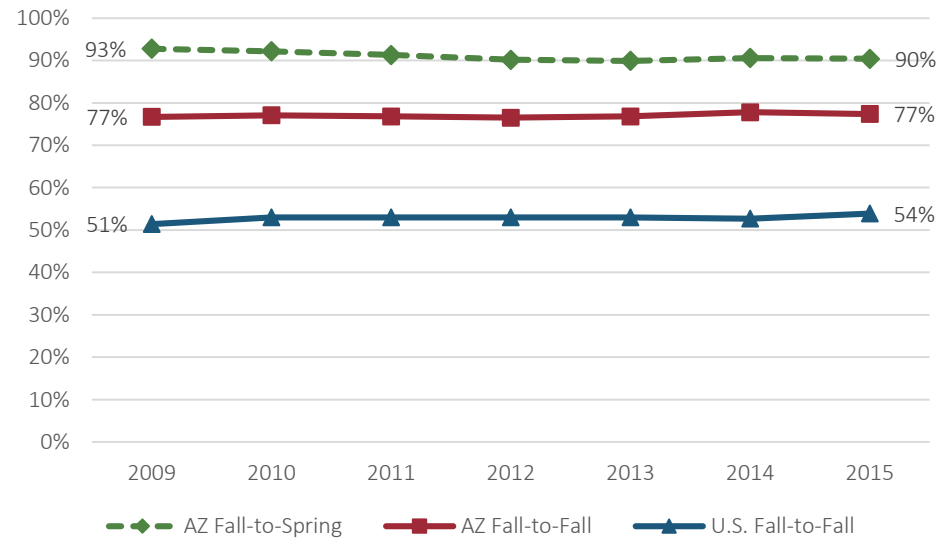
Increase Transfer and Completion: Mid-Range Metrics

Metrics 15 and 16: Percent of Learners Attaining Two-Year Credit Thresholds



By the end of their second year, 53% of part-time learners in the 2015 Credential-Seeking Cohort had completed 24 credits, and 47% of full-time learners in the same cohort had completed 42 credits. Although there is room for improvement, these rates are notable, as research has linked attainment of credit thresholds to higher persistence and completion rates.⁶

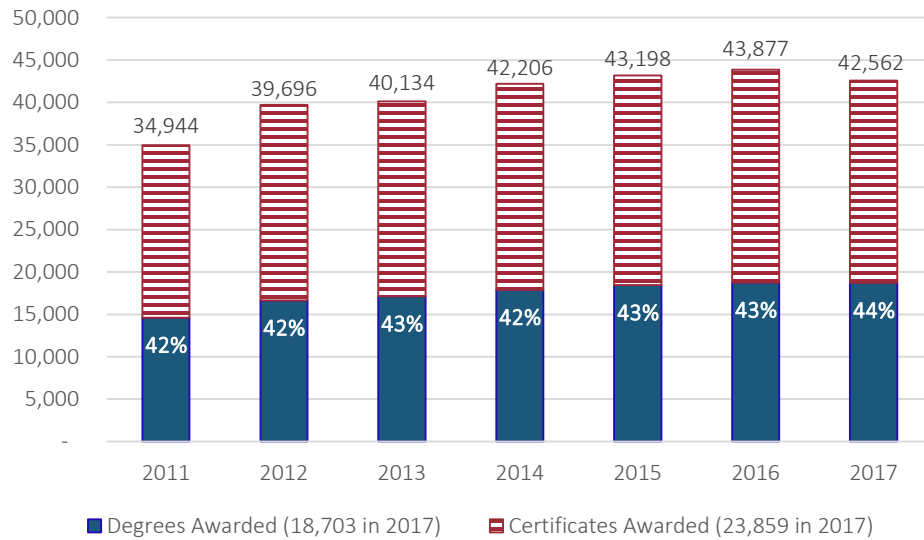
Metrics 17 and 18: Retention Rates



Ninety percent of the 2015 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2016, and 77% of them returned the following fall. Arizona's retention rates are substantially higher than the 54%⁷ reported as a national comparison, in part because the national figure is not limited to credential-seekers.

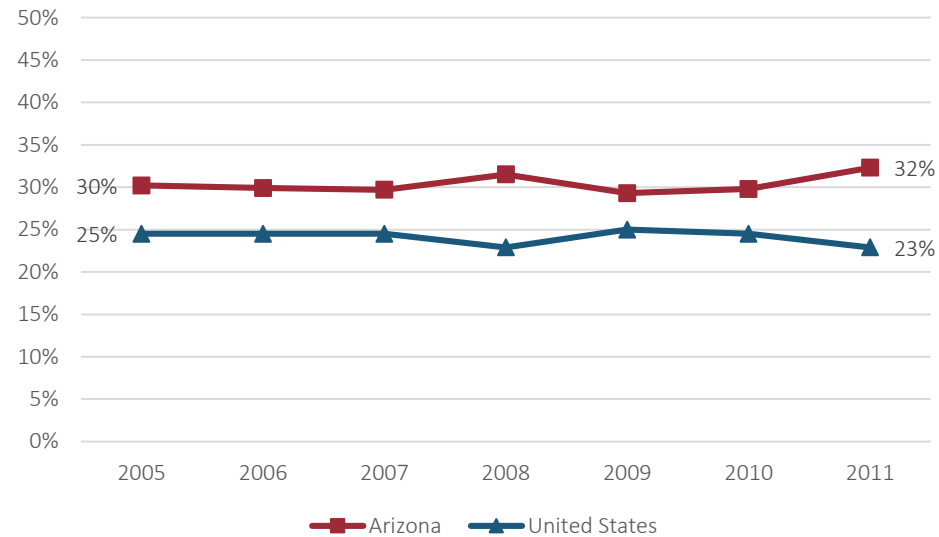
Increase Transfer and Completion: Long-Term Metrics

**Metric 19:
Degrees and Certificates Awarded**



Between 2011 and 2017, the number of degrees and certificates awarded by Arizona’s community colleges increased by 22% to 42,562, despite declining enrollments. Of the 2017 total, 44% were degrees and 56% were certificates. These data reflect a concerted effort by Arizona’s community colleges to increase the number of learners earning postsecondary credentials.

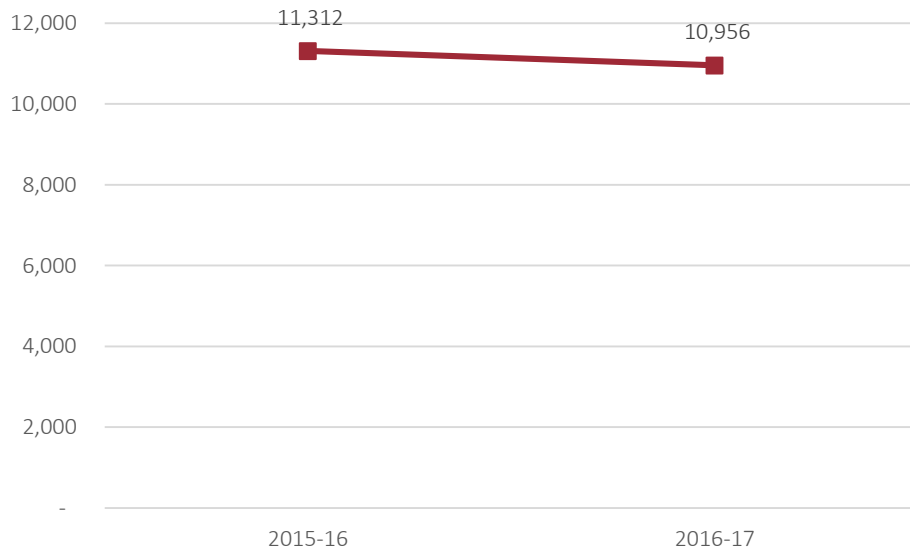
**Metric 20: Graduation
(Degree/Certificate Completion) Rate**



After six years, 32% of the 2011 Credential-Seeking Cohort had completed a degree or certificate. Arizona’s graduation rate is somewhat higher than the most recent national comparison (23%),² in part because the national number is not limited to credential-seekers.

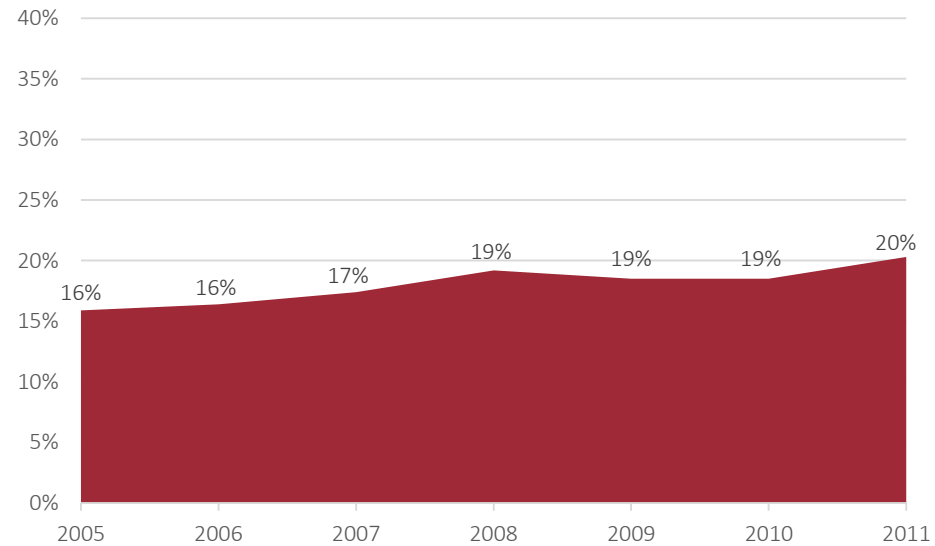
Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



In 2016-17, Arizona’s community colleges awarded 10,956 Arizona General Education Curriculum (AGEC) certificates, a slight decrease from 2015-16. The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

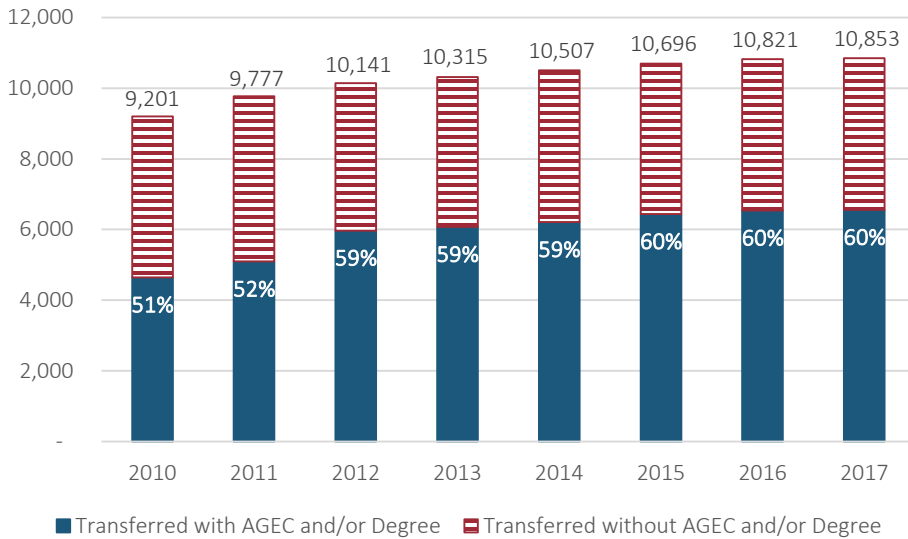
Metric 22: AGEC Completion Rate



Statewide, 20% of the 2011 Credential-Seeking Cohort completed an AGEC within 6 years, a 25% increase from the 2005 Cohort. Increasing the AGEC completion rate—a key priority for the state’s community colleges—will not only ease transfer to Arizona’s public universities but also help students earn bachelor’s degrees in less time and with fewer excess credits.

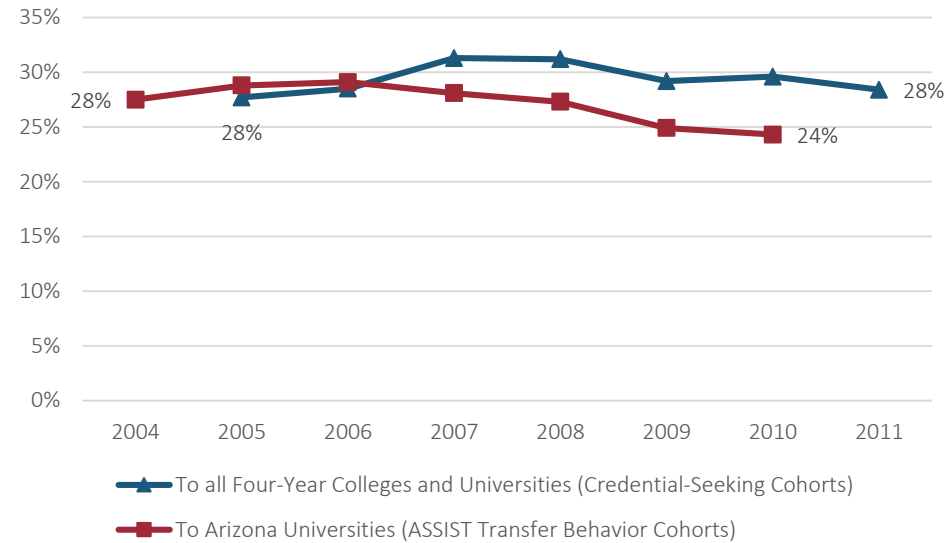
Increase Transfer and Completion: Long-Term Metrics

Metrics 23 and 24: In-State Transfers and Percent with AGEC and/or Degree



Between 2010 and 2017, the number of students transferring from Arizona’s community colleges to an in-state, public university increased by 18% to 10,853, despite declining enrollments. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring has increased, indicating that the transfer process is becoming more efficient and cost effective.

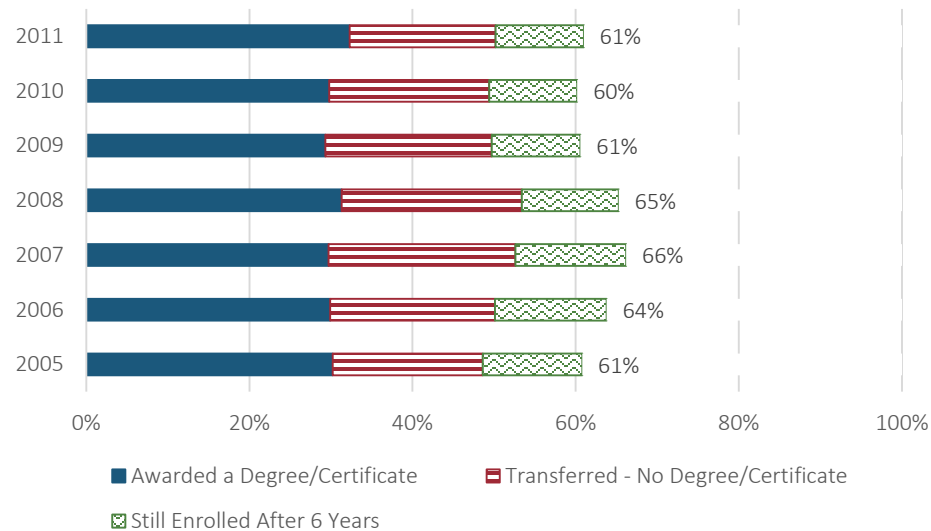
Metrics 25 and 26: Transfer Rates



In recent years the statewide transfer rate to public universities among ASSIST Transfer Behavior Cohorts, as well as the overall transfer rate (the percent of learners in credential-seeking cohorts who transfer to any four-year college or university within 6 years) have declined slightly. Nonetheless, both rates are similar to or higher than the most recent national average (25%).⁹

Increase Transfer and Completion: Long-Term Metrics

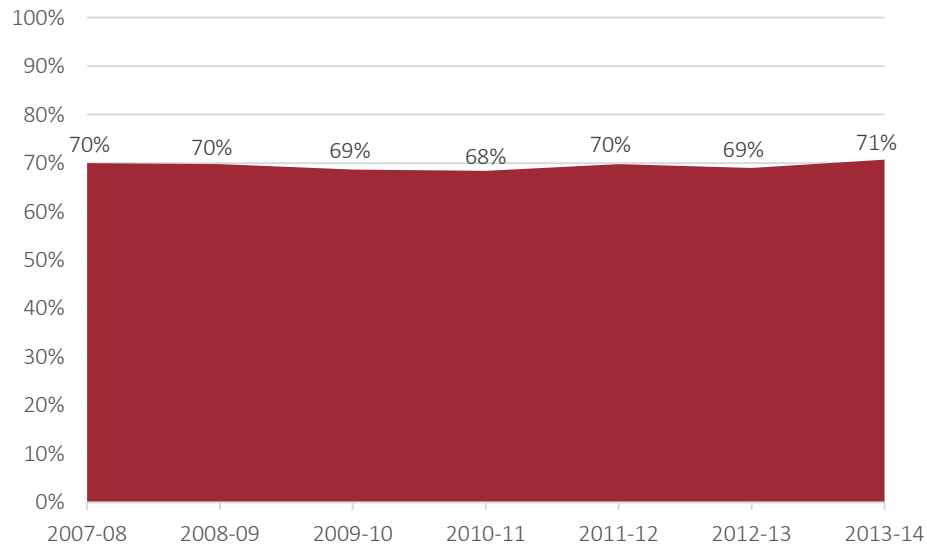
Metric 27 : Percent of Learners Achieving a Successful Outcome



Statewide, 61% of learners in the 2011 Credential-Seeking Cohort achieved a successful outcome within 6 years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including the Student Achievement Measure—have broadened the definition of a successful outcome to include earning a degree or certificate, transferring to another two- or four-year college or university, or continued enrollment. Nationally, 57% of all community college students (62% of full-timers and 55% of part-timers) achieve one of these successful outcomes within 6 years.¹⁰

Increase Transfer and Completion: Follow-Up Metrics

Metric 28: Percent of Full-Time Transfers to AZ Universities Earning Bachelor's Degrees

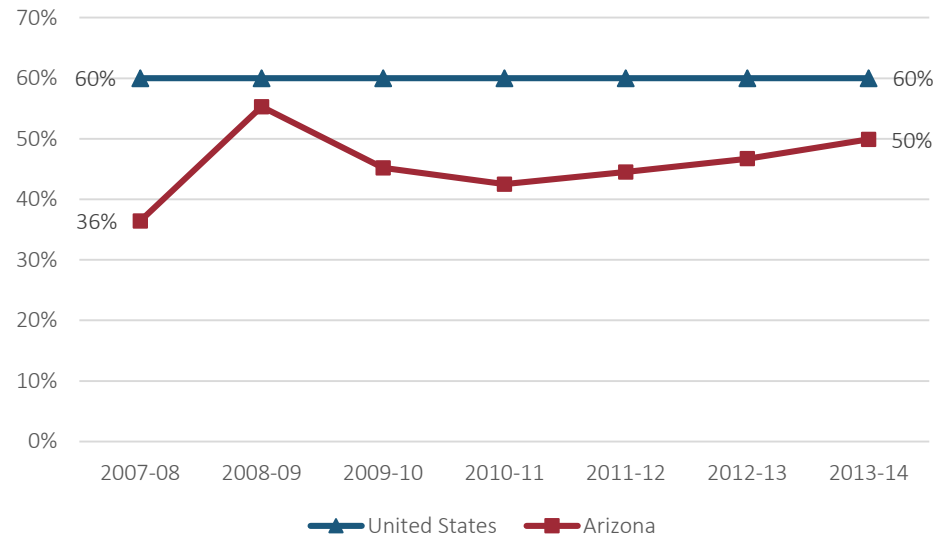


Seventy-one percent of all 2013-14 full-time transfers from Arizona community colleges to in-state, public universities earned a bachelor's degree within four years. This rate has remained relatively steady in recent years and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

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Metric 29: Percent of All Transfers Earning Bachelor's Degrees

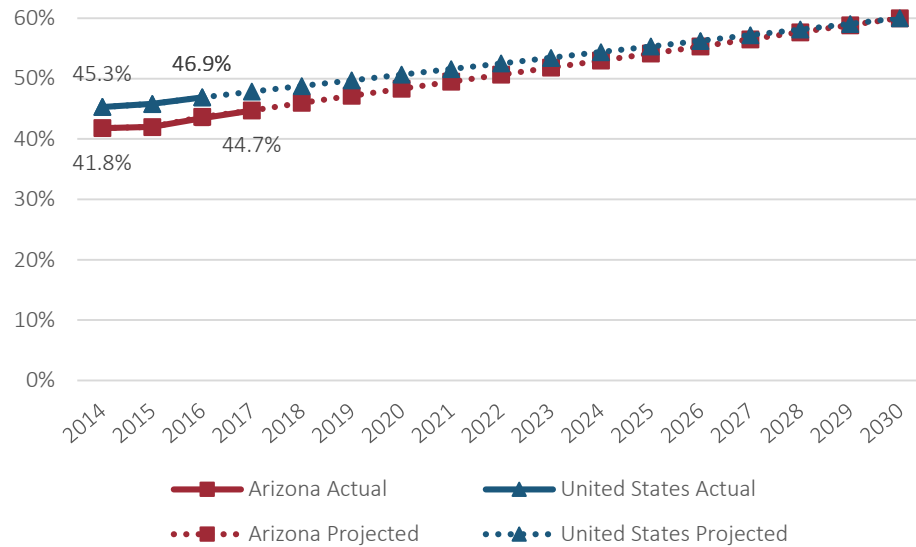


Statewide, 50% of 2013-14 transfers from Arizona community colleges to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. Somewhat lower than the national average (60%),¹¹ this percentage may reflect a high incidence of part-time attendance after transfer.

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Increase Transfer and Completion: Follow-Up Metrics

Metric 30: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential

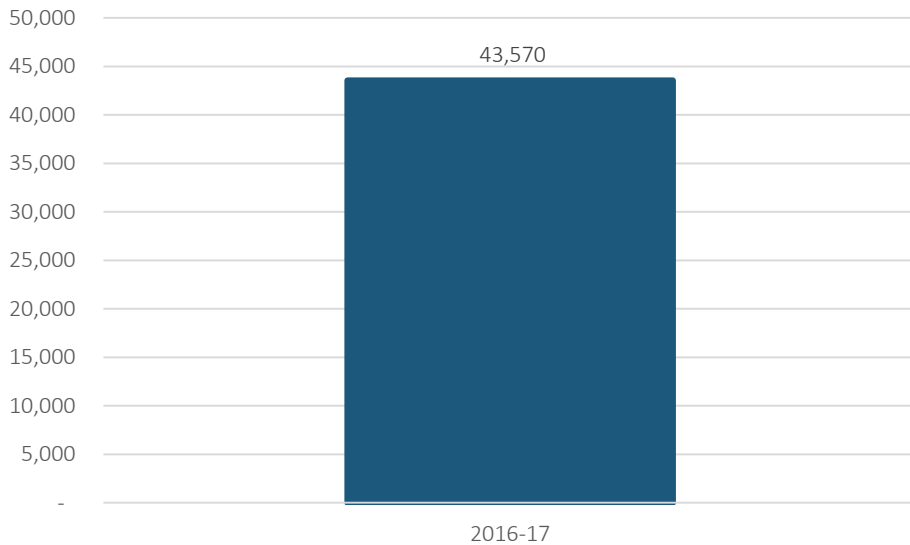


In 2017, an estimated 44.7% of the Arizona working-age population (residents aged 25-64) held a workforce certificate, associate degree, or bachelor’s or higher degree (up from 41.8% in 2014). Arizona’s community colleges are working closely with the Arizona Board of Regents and other postsecondary institutions across the state to reach the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.

Improve Alignment: Short-Term and Follow-Up Metrics

Metric 31:

FTSE Enrollment in Occupational Courses

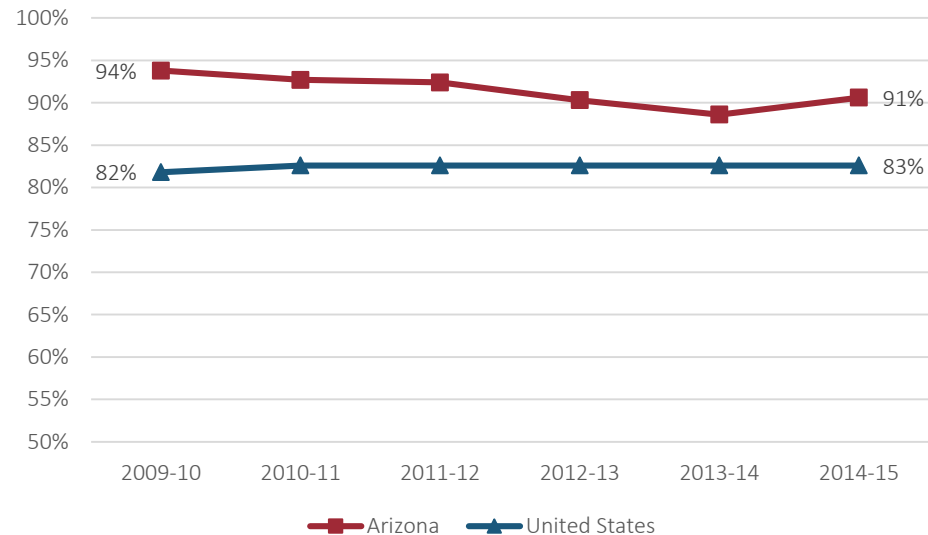


Across Arizona, FTSE enrollment in occupational courses reached 43,570 in 2016-17. Many of these enrollments were in degree or certificate programs associated with the highest-demand occupations in the state, including (among others) nurses, preschool teachers, computer support specialists, web developers, and medical or dental assistants.

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Metric 32: Percent of Occupational Learners Earning Industry-Recognized Credentials



Out of all learners in the 2014-15 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 91% passed the assessment and/or earned an industry-recognized credential. Examples of occupational programs leading to industry-recognized credentials include nursing, EMT, construction, solar technologies, and fire science.

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Improve Alignment: Short-Term and Follow-Up Metrics

16

Metric 33: Percent of the 25 Highest-Demand Occupations in Arizona requiring more than a High School Diploma but less than a Bachelor's Degree for which Community Colleges offer Degree and/or Certificate Programs

- ✓ Registered Nurses
- ✓ Nursing Assistants
- ✓ Teacher Assistants
- ✓ Heavy and Tractor-Trailer Truck Drivers
- ✓ Computer User Support Specialists
- ✓ Medical Assistants
- ✓ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- ✓ Preschool Teachers, Except Special Education
- ✓ Medical Records and Health Information Technicians
- ✓ Computer Network Support Specialists
- ✓ Licensed Practical and Licensed Vocational Nurses
- ✓ Massage Therapists
- ✓ Web Developers
- ✓ Emergency Medical Technicians and Paramedics
- ✓ Paralegals and Legal Assistants
- ✓ First-Line Supervisors of Production and Operating Workers
- ✓ Hairdressers, Hairstylists, and Cosmetologists
- ✓ Dental Assistants
- ✓ Respiratory Therapists
- ✓ Veterinary Technologists and Technicians
- ✓ Medical and Clinical Laboratory Technicians
- ✓ Radiologic Technologists
- ✓ Telecommunications Equipment Installers and Repairers, Except Line Installers
- ✓ Phlebotomists
- ✓ Surgical Technologists

Arizona's community colleges offer degree and/or certificate programs that train workers for every single one of the 25 highest-demand occupations in the state. For many of the fastest-growing sectors of the workforce, (e.g., nurses, computer support specialists, EMTs and paramedics, medical assistants, and preschool teachers), nearly every community college district in the state offers a program.

Strategic Vision Data: Sources and Attributions

¹U.S. Bureau of the Census. (2017). *American Community Survey, 2012-16 5-year estimates*. Washington, DC: Author.

²U.S. Department of Education, National Center for Education Statistics. (2017). *Digest of education statistics*. Washington, DC: Author.

³U.S. Bureau of the Census. (2017). *American Community Survey, 2012-16 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2018). *College navigator*. Washington, DC: Author.

⁴Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review, 29*, 155-270.

⁵National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS: Author.

⁶Moore, C., Shulock, N., & Offenstein, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. Sacramento: California State University, Institute for Higher Education Leadership and Policy.

⁷NCHEMS. (2015). *Retention rates - First-time college freshmen returning their second year (two-year public institutions)*. Boulder, CO: Author.

⁸Kisker, C. B., & Wagoner, R. L. (2013). *Implementing transfer associate degrees. Perspectives from the states*. New directions for community colleges, no. 160. San Francisco: Jossey-Bass.

⁹Community College Research Center, Teachers College, Columbia University. (2015). *What we know about transfer. Research overview*. New York: Author.

¹⁰National Student Clearinghouse. (2017). *Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time)*. Herndon, VA: Author.

¹¹National Student Clearinghouse. (2012). *Snapshot report: Transfer outcomes (four years after transfer)*. Herndon, VA: Author.

Enrollment Data From LCC

Summary:

The attached documents reflect that Winslow High School graduates have chosen to attend NPC at the same rate as other area High Schools. Over the last five years 26% of enrollments in the Winslow nursing program were from local Winslow residents, 47% traveled to Winslow from other Navajo County communities, and 27% came from outside our service area. Over the last five years the nursing program in Winslow continues to attract a diverse group of students with a high percentage of Native American and Hispanic students.

Enrollment Management Data Item #4: High School Yield Statistics

High School Name	County	Graduated in AY 14-15*					Enrolled in NPC Within 12 Months Following HS Graduation**					Yield				
		Total	# Taking Only Dual classes	# Taking Only NAVIT classes	# Taking Both Dual & NAVIT	# Taking Neither Dual Nor NAVIT***	Total	# Taking Only Dual classes	# Taking Only NAVIT classes	# Taking Both Dual & NAVIT	# Taking Neither Dual Nor NAVIT***	Total	Taking Only Dual classes	Taking Only NAVIT classes	Taking Both Dual & NAVIT	Taking Neither Dual Nor NAVIT***
Holbrook High School	Navajo	164	77	10	11	66	31	12	5	4	10	19%	16%	50%	36%	15%
Winslow High School	Navajo	163	42	21	20	80	33	10	9	6	8	20%	24%	43%	30%	10%
Show Low High School	Navajo	152	78	10	16	48	36	19	5	9	3	24%	24%	50%	56%	6%
Chinle High School	Apache	148	29	0	0	119	1	1	0	0	0	1%	3%	0%	0%	0%
Blue Ridge High School	Navajo	145	89	13	12	31	25	13	2	5	5	17%	15%	15%	42%	16%
Monument Valley High School	Navajo	144	15	0	0	129	2	0	0	0	2	1%	0%	0%	0%	2%
Snowflake High School	Navajo	142	78	6	18	40	29	14	3	9	3	20%	18%	50%	50%	8%
Window Rock High School	Apache	121	16	0	0	105	0	0	0	0	0	0%	0%	0%	0%	0%
Hopi Junior/Senior High School†	Navajo	101	16	0	0	85	6	1	0	0	5	6%	6%	0%	0%	6%
Ganado High School	Apache	93	16	0	0	77	2	0	0	0	2	2%	0%	0%	0%	3%
Round Valley High School	Apache	88	57	5	19	7	9	5	0	3	1	10%	9%	0%	16%	14%
Alchesay High School	Navajo	85	26	3	0	56	9	5	2	0	2	11%	19%	67%	0%	4%
Pinon High School	Navajo	79	6	0	0	73	2	1	0	0	1	3%	17%	0%	0%	1%
Valley High School	Apache	55	5	0	0	50	0	0	0	0	0	0%	0%	0%	0%	0%
St Johns High School	Apache	52	17	7	4	24	8	2	2	3	1	15%	12%	29%	75%	4%
Red Mesa High School	Apache	40	6	0	0	34	0	0	0	0	0	0%	0%	0%	0%	0%
White Mountain Academy	Apache	32	0	0	0	32	0	0	0	0	0	0%	0%	0%	0%	0%
Joseph City High School	Navajo	30	14	2	4	10	4	3	0	1	0	13%	21%	0%	25%	0%
Mogollon High School	Navajo	23	7	4	3	9	5	1	1	2	1	22%	14%	25%	67%	11%
Shonto Preparatory Technology High School	Navajo	14	0	0	0	14	0	0	0	0	0	0%	0%	0%	0%	0%
White Mountain Institute	Navajo	13	1	0	0	12	2	1	0	0	1	15%	100%	0%	0%	8%
Red Valley/Cove High School	Apache	13	0	0	0	13	0	0	0	0	0	0%	0%	0%	0%	0%
WMI ON LINE	Navajo	12	0	0	0	12	0	0	0	0	0	0%	0%	0%	0%	0%
Northern AZ Academy for Career Dev. - Taylor	Navajo	5	1	0	0	4	1	1	0	0	0	20%	100%	0%	0%	0%
Northern AZ Academy for Career Dev. - Winslow	Navajo	2	0	0	0	2	0	0	0	0	0	0%	0%	0%	0%	0%

Note:

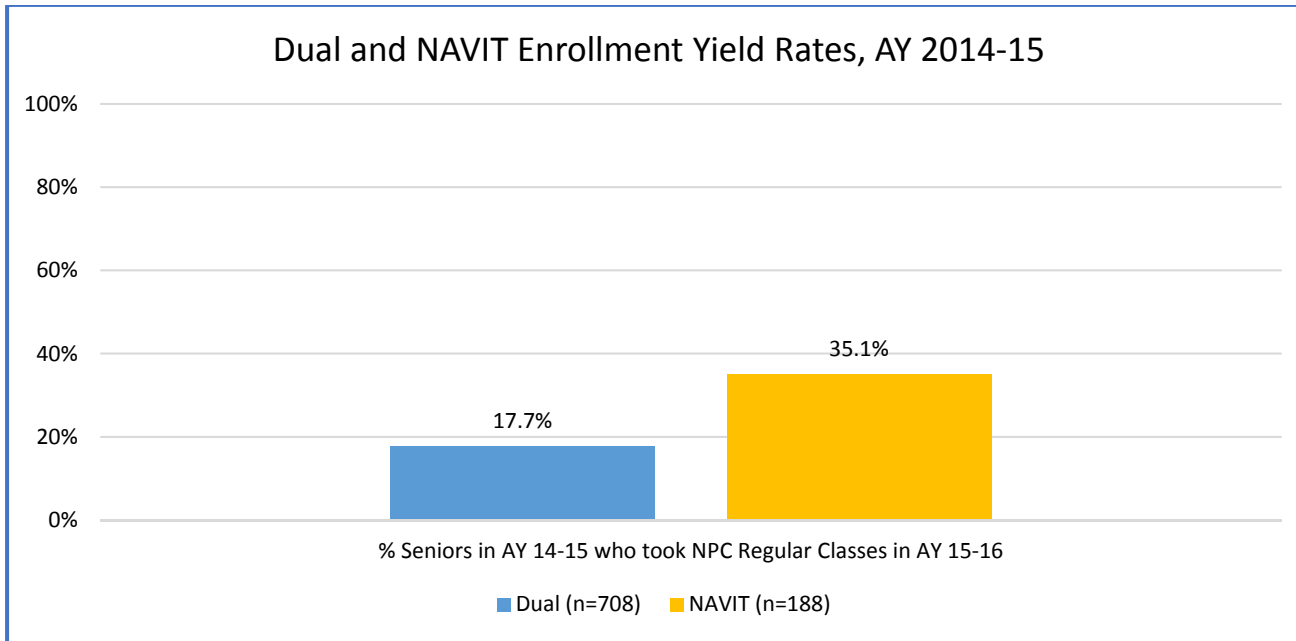
* Data for the number of students graduated in Academic Year (AY) 2014-15 are obtained from Cohort 2015 High School Graduation Report at the Arizona Department of Education (ADE) website.

** The number of students enrolled in NPC within 12 months of their high school graduation are obtained from NPC database. Students who are not represented in this table include those who attended high schools outside Apache or Navajo counties, as well as in any tribal high school whose graduation statistics are not available in the ADE High School Graduation Report.

*** The number of high school graduates who did not take any dual or NAVIT classes at NPC in AY 14-15 is obtained by subtracting the number of graduates taking Only Dual, Only NAVIT, and Both Dual and NAVIT classes at NPC in AY 14-15 from the total number of graduates in AY 14-15.

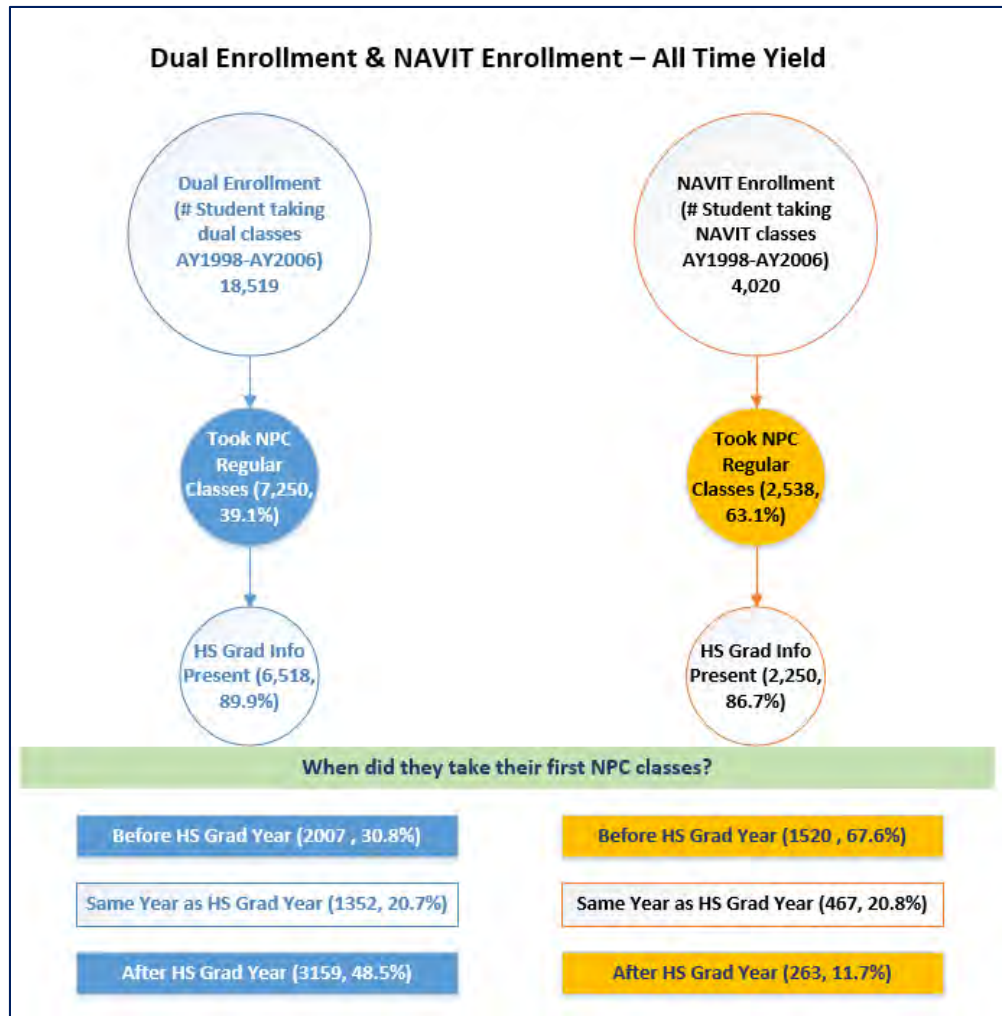
†Hopi Junior/Senior High School is not in the ADE High School Graduation Report; the graduation count is obtained directly from that high school.

Enrollment Management Data Item #4: High School Yield Statistics



Note: The percentages presented here include seniors graduating from high schools whose graduation statistics are not available in the ADE High School Graduation Report.

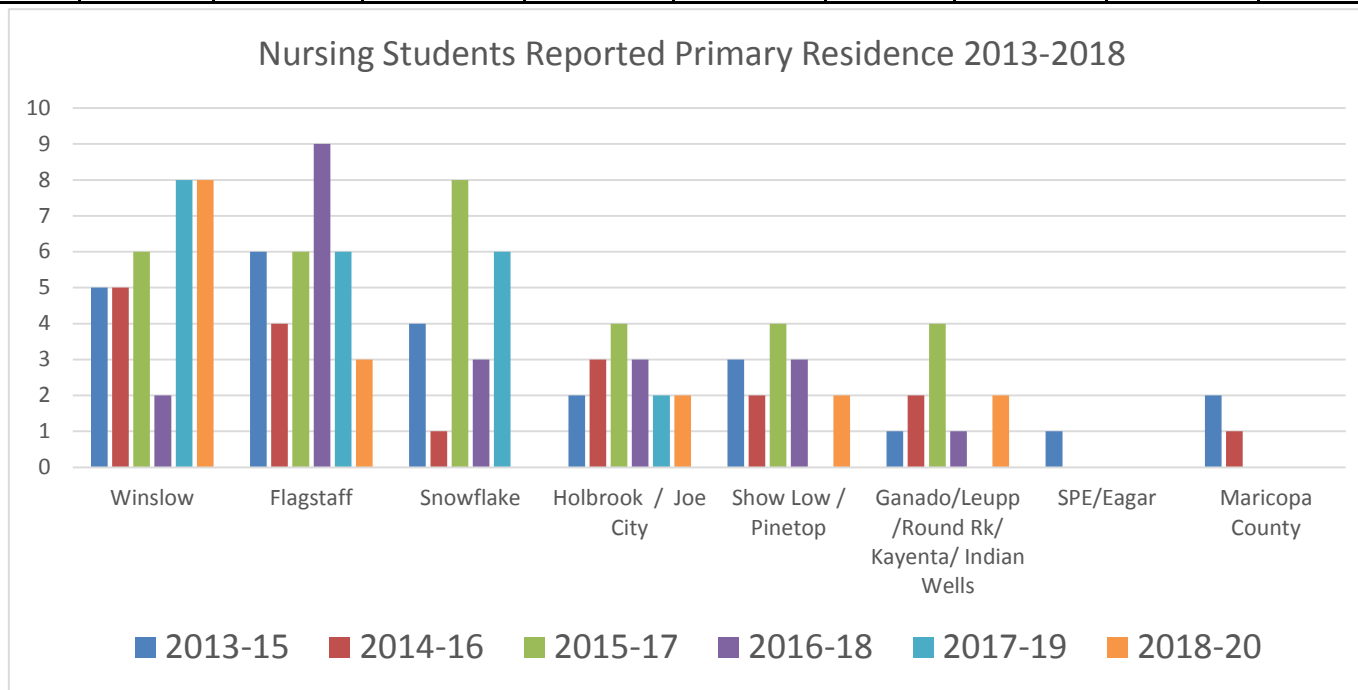
Enrollment Management Data Item #4: High School Yield Statistics



Note: Compared to students who took dual classes, a higher proportion of students who took NAVIT classes also took NPC regular classes (63.1% vs 39.1%). NAVIT students were more likely to take NPC regular classes before they graduated from high school than Dual students (67.6% vs 30.8%).

LCC students primary residence

	Winslow	Flagstaff	Snowflake	Holbrook / Joe City	Show Low / Pinetop	Ganado/Leupp /Round Rk/ Kayenta/ Indian Wells	SPE/Eagar	Maricopa County	Total # students - initial and readmits
2013-15	5	6	4	2	3	1	1	2	24
2014-16	5	4	1	3	2	2		1	18
2015-17	6	6	8	4	4	4			32
2016-18	2	9	3	3	3	1			21
2017-19	8	6	6	2					22
2018-20	8	3		2	2	2			17
Total	34	34	22	16	14	10	1	3	134



NPC Enrollment By Location

Acad Year

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
-----------	-----------	-----------	-----------	-----------

<p>Session</p> <p>SP</p> <p>FA</p> <p>SU</p>	<p>Status</p> <p>Regist...</p> <p>Withd...</p> <p>Cancel...</p>	<p>Division</p> <p>NURS</p> <p>BTEC</p> <p>DEVS</p> <p>ICT</p> <p>LBRT</p> <p>STUS</p>	<p>Department</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>NUR</td><td>AGR</td><td>AJS</td><td>ANT</td><td>ART</td><td>ATO</td><td>BIO</td><td>BUS</td><td>CCP</td><td>CHM</td></tr> <tr><td>CIS</td><td>CON</td><td>COS</td><td>DRF</td><td>ECD</td><td>ECN</td><td>EDU</td><td>EMT</td><td>ENL</td><td>FDV</td></tr> <tr><td>FRS</td><td>GEO</td><td>GLG</td><td>HCT</td><td>HDE</td><td>HES</td><td>HIS</td><td>HON</td><td>HPE</td><td>HUM</td></tr> <tr><td>HUS</td><td>ICT</td><td>IMD</td><td>INA</td><td>IAN</td><td>MAT</td><td>MDA</td><td>MET</td><td>MIS</td><td>NAT</td></tr> </table> <p>Course Number - Courses with data will be at the top of the box, you may need to scroll up</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>NUR118</td><td>NUR122</td><td>NUR125</td><td>NUR199</td><td>NUR219</td><td>NUR222</td><td>AGR099X</td></tr> <tr><td>AJS102</td><td>ANT102</td><td>ANT120</td><td>ART099X</td><td>ART101</td><td>ART103</td><td>ART105</td></tr> <tr><td>ART110</td><td>ART115</td><td>ART116</td><td>ART155</td><td>ART175</td><td>ART180</td><td>ART185</td></tr> <tr><td>ART190</td><td>ART199</td><td>ART205</td><td>ART206</td><td>ART215</td><td>ART220</td><td>ART225</td></tr> </table>	NUR	AGR	AJS	ANT	ART	ATO	BIO	BUS	CCP	CHM	CIS	CON	COS	DRF	ECD	ECN	EDU	EMT	ENL	FDV	FRS	GEO	GLG	HCT	HDE	HES	HIS	HON	HPE	HUM	HUS	ICT	IMD	INA	IAN	MAT	MDA	MET	MIS	NAT	NUR118	NUR122	NUR125	NUR199	NUR219	NUR222	AGR099X	AJS102	ANT102	ANT120	ART099X	ART101	ART103	ART105	ART110	ART115	ART116	ART155	ART175	ART180	ART185	ART190	ART199	ART205	ART206	ART215	ART220	ART225
NUR	AGR	AJS	ANT	ART	ATO	BIO	BUS	CCP	CHM																																																														
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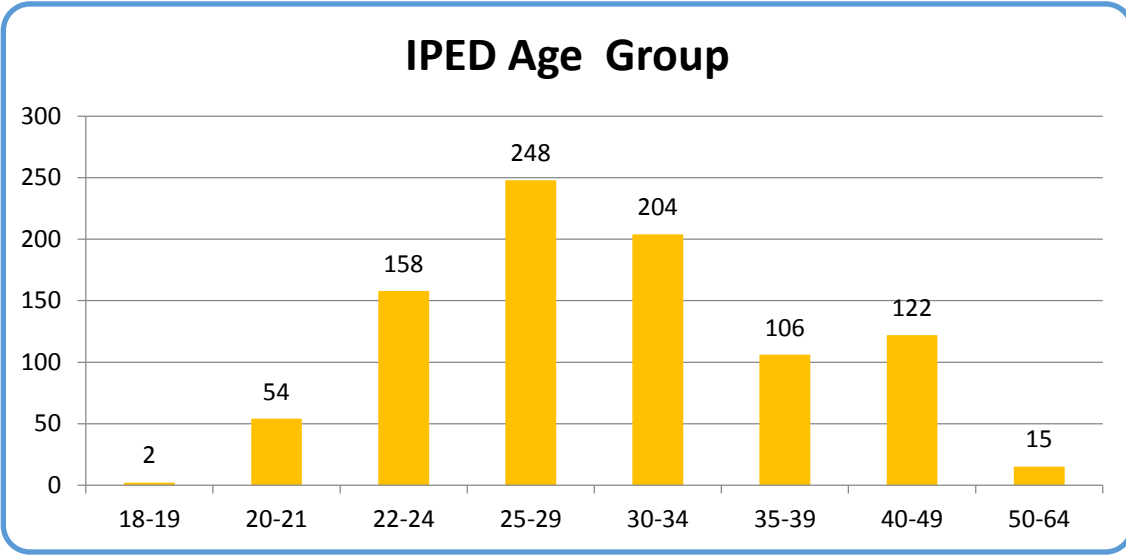
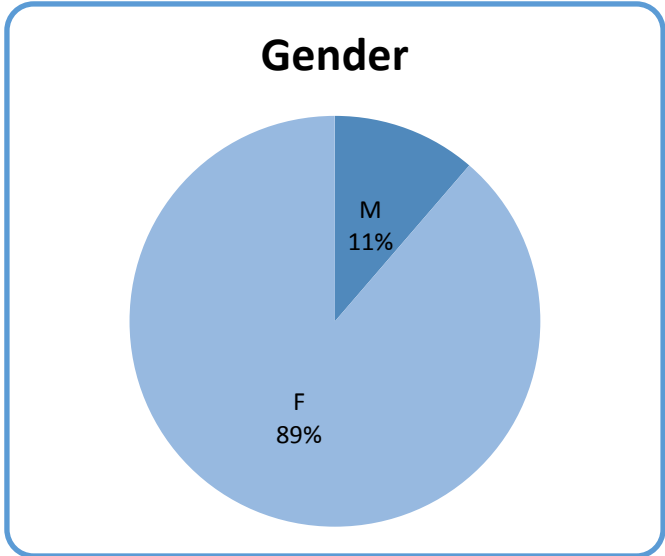
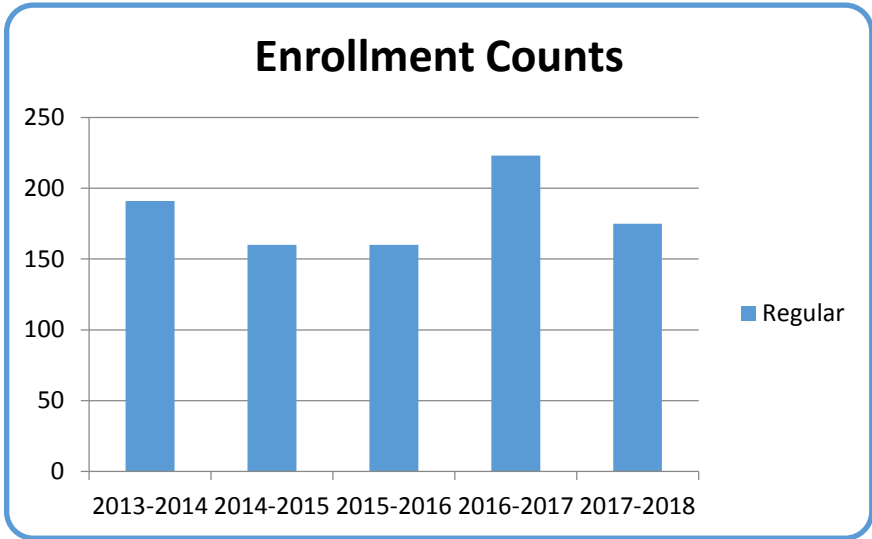
<p>Campus</p> <p>LCC</p> <p>WMC</p> <p>ALU</p> <p>APAC</p> <p>CDA</p> <p>DOC</p> <p>HOPI</p> <p>INT</p>	<p>Modality</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Class Room</td><td>Adobe Connect</td></tr> <tr><td>Alternative Learning U...</td><td>Apache Misc.</td></tr> <tr><td>Audio Room</td><td>Child Development As...</td></tr> <tr><td>Dept. of Corrections</td><td>Dual Enrollment</td></tr> <tr><td>Internet</td><td>Model Room</td></tr> <tr><td>Navajo Misc.</td><td>Northeast Arizona Tra...</td></tr> </table>	Class Room	Adobe Connect	Alternative Learning U...	Apache Misc.	Audio Room	Child Development As...	Dept. of Corrections	Dual Enrollment	Internet	Model Room	Navajo Misc.	Northeast Arizona Tra...
Class Room	Adobe Connect												
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Audio Room	Child Development As...												
Dept. of Corrections	Dual Enrollment												
Internet	Model Room												
Navajo Misc.	Northeast Arizona Tra...												

Data table		
Academic year	Regular	Total
2013-2014	44	44
2014-2015	26	26
2015-2016	43	43
2016-2017	48	48
2017-2018	41	41
Total	202	202

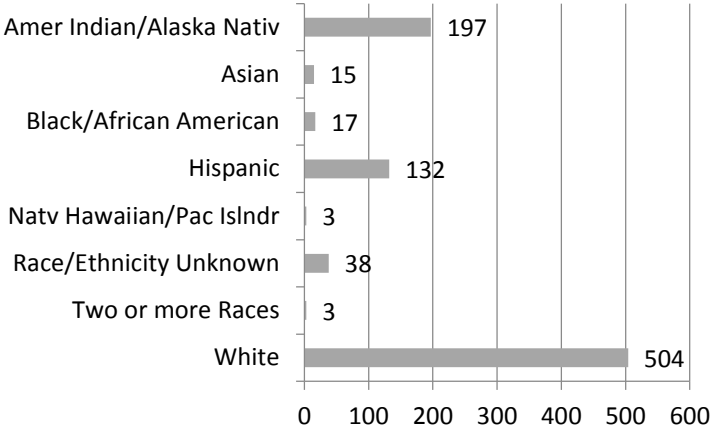
Race/Ethnicity
Amer Indian/Alaska Nativ
Asian
Black/African American
Hispanic
Natv Hawaiian/Pac Islndr
Race/Ethnicity Unknown
Two or more Races
White

IPEDS Age Group
18-19
20-21
22-24
25-29
30-34
35-39
40-49
50-64

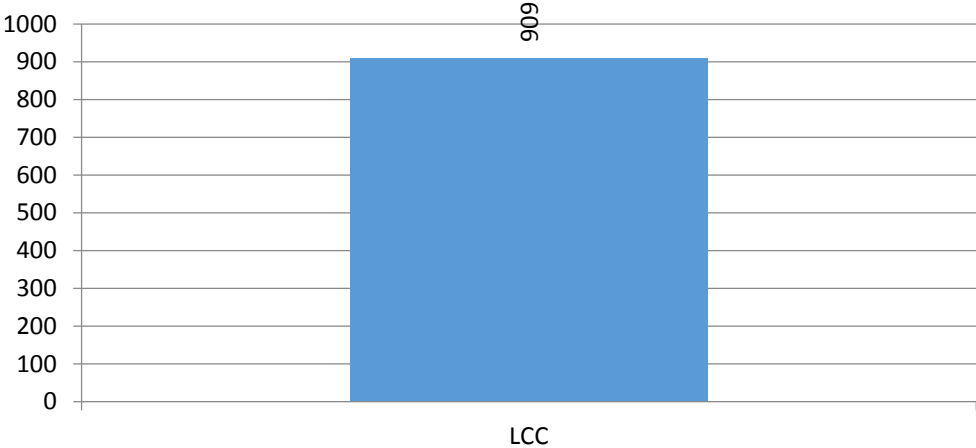
Gender
F
M
U



Race/Ethnicity



Locations





Northland Pioneer College 2019 All-Arizona Academic Team Members

Northland Pioneer College has nominated 12 students to the 2019 All-USA/All-Arizona Academic Team. Each will receive a tuition waiver, for up to 60 credits, from the Arizona Board of Regents to complete their bachelor's degree at a state public university. The waivers are valued at nearly \$300,000.

Team members will also receive a scholarship check from NPC, based on their ranking by national judges from business, civic, government and education.

NPC can nominate two students from each campus and center location to the All-Arizona team. A student must have taken a class at or originating from that location to be considered for one of the two nominations.

To qualify, a student must have a cumulative 3.5 or higher GPA, be in good academic standing working toward an associate degree and have demonstrated college and community volunteerism and leadership. Applicants do not have to be members of Phi Theta Kappa, the international honor society of two-year colleges.

All-Arizona Academic Team members from throughout the state will be honored at a luncheon in the East Valley on **Wednesday, February 27, 2019**.

For the past 24 years Arizona has separately recognized the state's top two-year college students as a part of the All-USA Academic Team program, co-sponsored by the American Association of Community Colleges, Phi Theta Kappa International Honor Society (PTK), Follet Higher Education Group, the Coca Cola Scholars Foundation and *USA Today*.

An article with more information about each team member is posted on the college's website, at www.npc.edu/2019-all-az. A complete list of past NPC recipients of the All-Arizona Academic Team honor can be viewed online at www.npc.edu/past-AllAZ.

Holbrook – Painted Desert Campus



Tiffani Martin

Tiffani Martin

GPA: 3.51 Transferring to: ASU
Major (4-Year): Political Science
Career Goal: Tiffani has recently changed her future major from Elementary Education to Political Science.
College/Community Activities: Head Start Parent Association President, Student Government Association President, Eagle Club Advisor, College & Career Preparation Instructional Aide.
College Honors: Phi Theta Kappa, NPC President's & Dean's Lists, Student Government Association



Nicole McConnell

Nicole McConnell

GPA: 3.62 Transferring to: ASU
Major (4-Year): Microbiology
Career Goal: Nicole will be transferring to ASU this spring to continue her studies in microbiology, with a career goal, after earning her doctorate, to travel the world as a field research Mycologist.
College/Community Activities: SAFE House advocate/case manager, workshop leader for Lodestar Gardens, painting mural for AZ Game & Fish Herbarium.
College Honors: Phi Theta Kappa, NPC President's & Dean's Lists, Student Government Association.

Show Low – White Mountain Campus



McKenna Sargent

McKenna Sargent

GPA: 3.85 Transferring to: ASU
Major (4-Year): Nursing
Career Goal: McKenna will be dual enrolled in NPC's Nursing program and ASU's Bachelor of Science - Nursing (BSN) program. Her career goal is to become a Certified Nurse Anesthetist.
College/Community Activities: Church leadership activities.
College Honors: Phi Theta Kappa, 2016 Woodland Scholarship.



Jaden Willis

Jaden Willis

GPA: 3.66 Transferring to: ASU
Major (4-Year): Nursing
Career Goal: Jaden is a first-year NPC Nursing student. He plans to dual-enroll in ASU's Bachelor of Science - Nursing (BSN) program. His career goal is to become a Nurse Practitioner.
College/Community Activities: Sunday School teacher.

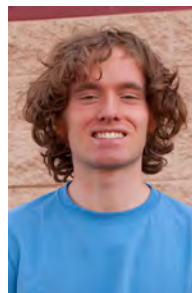
Snowflake/Taylor – Silver Creek Campus



Rhonda Krouse

Rhonda Krouse

GPA: 3.88 Transferring to: NAU
Major (4-Year): Fire Service Administration
Career Goal: Already a certified firefighter & paramedic, Rhonda's career goal is to become a Fire Service Administrator.
College/Community Activities: Phi Theta Kappa, CPR & "Stop the Bleed" instructor, car seat technician, treasurer of local credit union, firefighter/EMT.
College Honors: Phi Theta Kappa, NPC President's & Dean's Lists, VAL 152 Scholarship recipient.



Austin Stanislawski

Austin Stanislawski

GPA: 3.7 Transferring to: ASU
Major (4-Year): Behavioral Health
Career Goal: Austin is on the pathway to becoming an influential Psychiatrist in our rural community.
College/Community Activities: Assists at local Senior Center & Ronald McDonald House, My Fair Lady cast member, Study Abroad Program.
College Honors: Phi Theta Kappa, NPC President's & Dean's Lists, Performing Arts Scholarship.

Winslow – Little Colorado Campus



Ashley DeMaria

Ashley DeMaria

GPA: 3.76 Transferring to: NAU
Major (4-Year): Nursing
Career Goal: Ashley is a first-year NPC Nursing student. She plans to dual-enroll in NAU's Bachelor of Science - Nursing (BSN) program. Her career goal is to become a Nurse Practitioner.
College/Community Activities: Girl Scouts of America parent volunteer.
College Honors: Phi Theta Kappa, Recipient of Summit Healthcare, Pres Winslow Memorial, Jeanne Swarthout, Ph.D. Presidential Excellence scholarships.



Larrilynn Oso

Larrilynn Oso

GPA: 3.73 Transferring to: NAU
Major (4-Year): Psychology
Career Goal: Larrilynn plans to earn her doctorate in Psychology and work in a clinical setting or as a Forensic Psychologist.
College/Community Activities: Member Winslow Arts Council, Phenomenal Woman Art Show, #SupportYourLocalTheatre Film Project, Winslow Cinema Festival 2019 Planning Committee.
College Honors: Phi Theta Kappa, FinishLine Scholarship recipient.

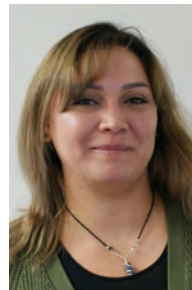
Saint Johns Center



Lori Moore

Lori Moore

GPA: 4.0 Transferring to: NAU
Major (4-Year): Business Management - Finance
Career Goal: Lori is pursuing a career in business management, with an emphasis in finance. She will minor in psychology.
College/Community Activities: Represents retail industry on NPC's Business Advisory Committee, Boy Scouts of America den mother/volunteer.
College Honors: Phi Theta Kappa, NPC President's List.



Susan Thompson

Susan Thompson

GPA: 3.68 Transferring to: ASU
Major (4-Year): Health-Related Professions
Career Goal: Susan will be utilizing her tuition waiver to study for a career as a healthy lifestyles coach.
College/Community Activities: USAF veteran, Project Blue (honoring police officers).
College Honors: Phi Theta Kappa, NPC President's & Dean's Lists.

Springerville/Eagar Center



Cassie Dows

Cassie Dows

GPA: 3.92 Transferring to: Undecided
Major (4-Year): English/Literature
Career Goal: Cassie's love of literature is fueling her career goal to become a college English or literature professor.
College/Community Activities: Covers for Cuties (for preemie babies), church women's ministry leader.
College Honors: Phi Theta Kappa, NPC President's List.



Raney Pate

Raney Pate

GPA: 3.9 Transferring to: ASU
Major (4-Year): Aerospace Engineering
Career Goal: Raney's career goal is to develop technology that makes our lives safer, more convenient and affordable.
College/Community Activities: Organized Type 1 Diabetes fundraiser, horse riding lessons for kids, animal rescue, church activities.
College Honors: Phi Theta Kappa